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ABSTRACT

This guide is a companion document to the revised "Second Language Standard Course for Study," which was approved by the North Carolina State Board of Education in November 1999. It was designed to address needs that were identified by teachers and supervisors during the curriculum development process. The guide is divided into three sections. Section one addresses curriculum planning at the local level and suggests a process for developing a local curriculum and for creating units. It also provides some suggestions for teaching 20-minute elementary school foreign language classes or 90-minute blocked classes at the high school level. The second section identifies instructional strategies especially suitable for second language classes. It defines individual strategies and their benefits and explains ways to use them in the classroom. The third section includes sample lessons submitted by North Carolina elementary, middle, and high school foreign language teachers. The lessons are sample activities or projects that address more than one goal and objective. An appendix contains a publication order form. (Contains 29 references.) (KFT)

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Hand in Hand

with the Second Language Standard Course of Study

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Hand in Hand

with the Second Language Standard Course of Study

Fall 2000

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State Board of Education
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1/

INTRODUCTION

Hand in Hand is the companion document to the revised *Second Language Standard Course of Study* which was approved by the State Board of Education in November 1999. *Hand in Hand* was designed to address needs which were identified by teachers and supervisors during the curriculum development process.

Hand in Hand is divided into three sections.

- Section I addresses curriculum planning at the local level. It suggests a process for developing a local curriculum and for creating units. In addition, it provides some suggestions for teaching twenty-minute FLES classes and/or ninety-minute blocked classes at the high school level.

- Section II identifies instructional strategies especially suitable for the second language class. It defines individual strategies and their benefits and explains ways to use them in the classroom.

- Section III includes sample lessons submitted by North Carolina elementary, middle, and high school foreign language teachers. The lessons are samples activities and/or projects which address more than one goal and objective from the *Second Language Standard Course of Study*.

An assessment document entitled *Assessment, Articulation, and Accountability* was mailed in December 1999 to each school with a second language program in North Carolina. It prompts detailed discussions of appropriate assessment strategies and complements the information contained in *Hand in Hand*. Additional copies of this document can be purchased by completing the form included in the Appendix.

It is our hope that *Hand in Hand* will be useful to teachers as they familiarize themselves with the revised *Second Language Standard Course of Study* and as they reflect on their own teaching. *Hand in Hand* provides some specific suggestions for aligning the local program with the state and national goals, for including a wider range of instructional strategies, and for incorporating the revised goals and objectives into daily instruction.

Curriculum Planning

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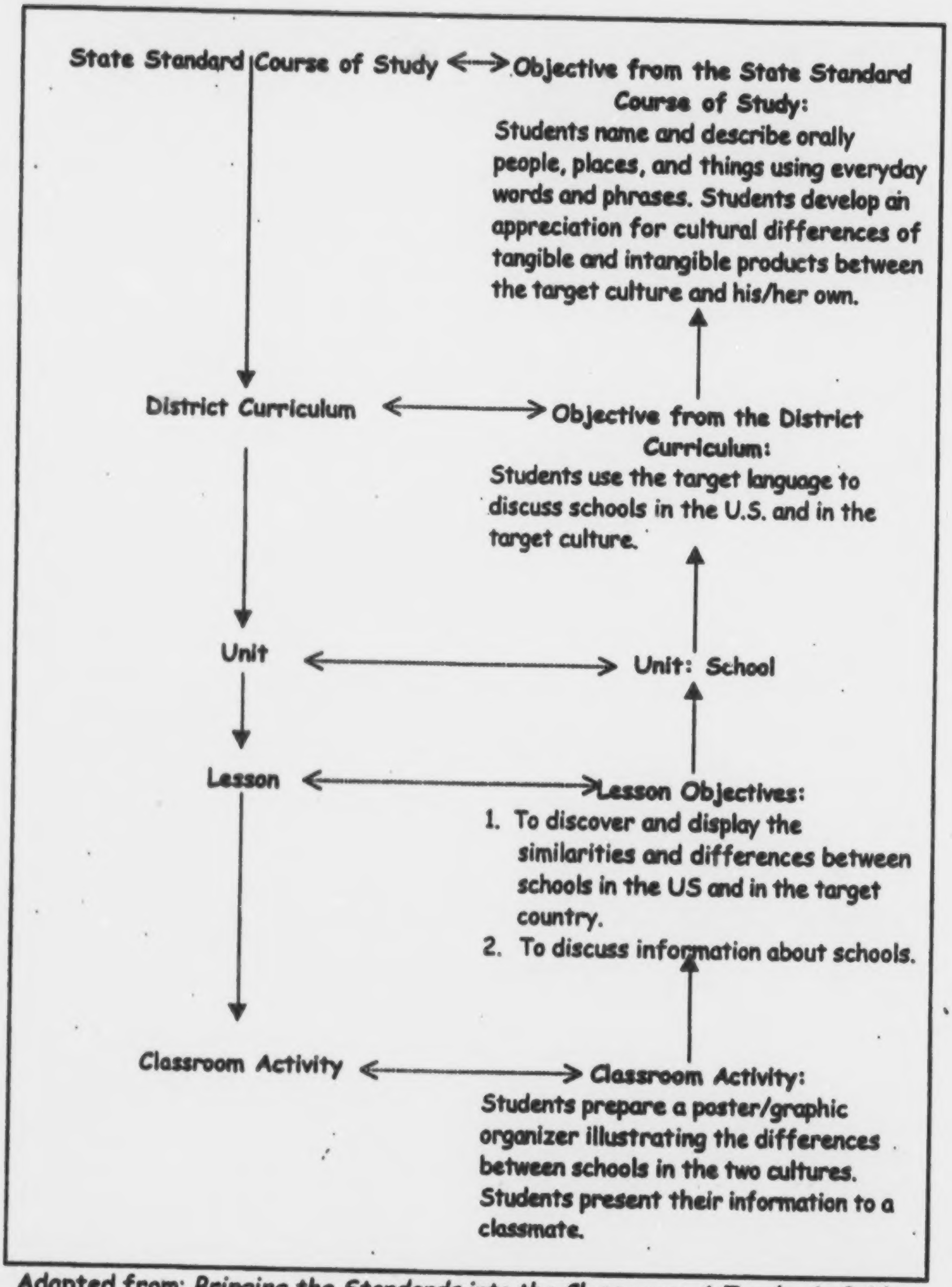
CURRICULUM PLANNING

About This Section
The *North Carolina Second Language Standard Course of Study* establishes competency goals and objectives directing the teaching and learning of second languages in North Carolina. However, it is designed as a flexible guide to instruction which focuses on overarching concepts. It does not outline a detailed scope and sequence, is not language specific and does not reflect the beliefs, policies, and philosophy of each local school district. For this reason, to fully implement the *Standard Course of Study*, teachers in the district need to develop a local curriculum.

The first part of this section, *Local Curriculum Planning*, describes the curriculum planning process in detail. It is followed by a component on *Unit Planning* which looks at the development of units to go with the local curriculum. Sample units are included at the elementary, middle, and high school level.

Suggestions for lesson planning in a 30-minute FLES class and a 90-minute high school blocked class are also provided. Pacing guides are included as samples.

The chart on the following page illustrates the relationship between the State *Standard Course of Study*, the district curriculum and their impact onto specific classroom activities.



State Standard Course of Study ↔ **Objective from the State Standard Course of Study:**
Students name and describe orally people, places, and things using everyday words and phrases. Students develop an appreciation for cultural differences of tangible and intangible products between the target culture and his/her own.

District Curriculum ↔ **Objective from the District Curriculum:**
Students use the target language to discuss schools in the U.S. and in the target culture.

Unit ↔ Unit: School

Lesson ↔ **Lesson Objectives:**

1. To discover and display the similarities and differences between schools in the US and in the target country.
2. To discuss information about schools.

Classroom Activity ↔ **Classroom Activity:**
Students prepare a poster/graphic organizer illustrating the differences between schools in the two cultures. Students present their information to a classmate.

Adapted from: *Bringing the Standards into the Classroom: A Teacher's Guide.*

LOCAL CURRICULUM PLANNING

Introduction

One of the most important elements in a successful foreign language program is the existence of a well-articulated local curriculum. Without this document, there may be good teachers in isolated areas, but upon their departure, their replacements are left at a loss, unsure of what students know and can do with the language. The local curriculum provides the direction for expectations at each level of language and outlines the scope and sequence essential to language development.

Need for Local Curriculum

A well-articulated curriculum provides continuity though the program and gives the teachers a sense of direction. Effective teachers can capitalize on what students have already learned and can prepare them for what is to come in the upper levels. "They know what the expectations are for their program, both for individual courses and the entire course sequence" (Pavlik). The curriculum is the road map which guides teachers as they plan their instruction.

In the absence of this document, the teachers' expertise becomes limited to their own area(s) of assignment and articulation from one level to the other emerges as a major concern. As a result, a lot of repetition takes place while teachers try to assess their students' knowledge. In that case, both the students and the program suffer. This may be reflected by a high attrition level.

Curriculum Audience

The curriculum is primarily for teachers, but components may also be included for the administration and for parents who want to be informed about what the students are expected to learn.

Context

Bringing Standards into the Classroom: A Teacher's Guide recommends taking into account information relevant to the specific school district - school or district mission statement or philosophy, school board goals, goals of the foreign language program, student, parent, and community expectations, and student body profile data (*Bringing Standards into the Classroom: A Teacher's Guide*, Draft, p. 8).

In addition, some attention needs to be paid to the classroom context - adopted textbook, supplementary materials, available technology, and community resources (*Bringing Standards into the Classroom: A Teacher's Guide*, Draft, p. 9).

Resources for Curriculum Development

The development of a well-articulated curriculum takes time and dedication and is best achieved when a variety of participants are involved in its design. In addition, while the development of a local curriculum takes into account the local goals and concerns, it should also reflect the state goals and national initiatives. Therefore, teachers should have access to a variety of resources such as the following:

- *The* NC *Second Language Standard Course of Study* (1999)
- *The National Standards for Foreign Language Learning*
- *The ACTFL Proficiency Guidelines*
- *The ACTFL Performance Guidelines*, and
- The State's *ABC Program and Exit Exam.*

Elements of the Curriculum

A curriculum guide, at the local level, usually includes the following elements:

- Program goals
- Objectives by grade or level
- Skills and knowledge
- Assessment
- Instructional strategies and/or activities
- Resources
- Curriculum evaluation

I. Selection of Overall Program Goals

Curriculum planning needs to focus on the end result first. Teachers should ask themselves what they want students to be able to do at the end of the program. Thus, the overall program goals for the school system need to be defined by the K-12 foreign language teachers in that system. Often, the three levels (elementary, middle and high school) have a different focus in mind. A meeting of teachers at the three levels provides an opportunity for discussion of philosophy and may dispel many of the myths associated with foreign language learning and teaching at the different levels of instruction.

Some topics for discussion could be:

What should the students know and be able to do at the end of the foreign language program in Spanish/French/ German/Japanese/Latin?

Will this document be grammar-based or skill-based? A grammar-based program places emphasis on vocabulary and grammar, whereas a skill-based program focuses on the development of the listening, speaking, reading, writing, and culture skills needed to reach proficiency. When proficiency is at the center of the program, teachers stress the language functions which are necessary at each level of language development.

How will culture be addressed? Will it be integrated with the language? Will the teaching and learning of culture take place in target language? How will the multiplicity of cultures be represented?

It is essential to avoid having one teacher devise the curriculum for an entire district or for one single level. If teachers are to implement the local curriculum, they need to have an active role in its development.

II. Selection of Goals and Objectives at Each Grade/Level.

These are the goals and objectives to be reached at the end of each level of instruction. They take into account the age of the students as well as the scope and sequence of the program. Teachers will want to address what the students should know and be able to do at the end of the year or the course based on the State *Second Language Standard Course of Study*.

Each level must expand on the preceding one to ensure smooth transitions from one level to another. This is especially important when making the transition from elementary to middle school and from middle school to high school.

III. Identification of Content

One of the challenges in developing curriculum is dealing with the course content. There is no "body of knowledge universally recognized as level I." The course content for grade 3 or for level I corresponds to what the teachers in the system have determined is important. At this point, teachers may want to identify units, vocabulary topics, and broad grammatical structures which may be offered each year

On a district level, teachers need to come to agreement in order to determine the content of the program at each level of instruction from kindergarten to the high school level I, II, III, etc. The lack of agreement on a local level leads to articulation difficulties. Decisions can be made by committees with cross representation who can start listing the broad vocabulary categories, structures, and cultural concepts needed to reach the outlined objectives for each level of instruction. The cross representation of several levels on any committee helps ensure the smooth transition from one level to the other and guarantees that content is not redundant. In addition, it enables teachers to develop a broad understanding of student expectations at each grade/course level.

Bringing the different groups together at regular intervals to share what is taking place at each level of instruction promotes greater understanding and is necessary to ensure smooth progression in the development of the different skills.

IV. Suggestions for Assessment

After the content has been determined, special attention needs to be paid to assessment. The inclusion of suggestions for measuring the student's ability to reach the stated objectives helps teachers focus on the desired behaviors.

The challenge is to be able to determine when students have "learned the skills and knowledge well enough to do the progress indicators" (*Nebraska K-12 Foreign Language Frameworks*, 140). Progress indicators are called objectives in the *NC Second Language Standard Course of Study*. One should not assume that the successful completion of a single measure leads to mastery of the stated objective. A variety of measures and contexts need to be included to ensure mastery of that objective.

Furthermore, the assessments should focus on what the students are expected to do with the language. For this reason, the assessment tasks must not be limited solely to paper and pencil tests but must also include performance and authentic assessments paired with rubrics outlining the specific criteria used for evaluation.

The document titled *Assessment, Articulation, and Accountability* provides many sample rubrics, checklists, as well as other strategies for assessing students' learning. Ordering information is included in the Appendix.

V. Selection of Instructional Strategies and/or Activities

Instructional strategies and/or activities may (but do not have to be) included here. If a school system is pressed for time when developing the local curriculum, focusing on the skills, objectives, common core vocabulary, structures, and cultural concepts will be a more effective use of time.

Individual teachers can design the strategies and activities over time. These activities can be compiled and included in an addendum to the curriculum. However, the focus of the selected activities should be to reinforce the objectives. Activities which are not directly related to the objectives have no place in the curriculum.

Furthermore the activities included should provide for flexibility in methodology.

VI. Identification of Resources

There are many resources at each level of instruction which can facilitate the attainment of the selected objectives. Those can include people, authentic materials, visuals, audio and video cassettes, multimedia, Internet, realia, magazines, dictionaries, as well as books and textbooks. While the textbook is an important resource, it is not the only resource available to teachers; therefore, efforts must be made to expose students to a variety of texts, realia, and speakers representative of the language.

VII. Evaluation of the Curriculum

Curriculum writing is a never-ending process. The local curriculum should be constantly revised to take into account new assessment procedures, local initiatives, state initiatives, and new resources, as well as new technology. Through periodical reviews, teachers can identify areas needing addition, expansion, or deletion.

Conclusion

At a time when foreign language teachers are having to justify the existence of their program, a well-articulated curriculum depicts a program where thoughtful consideration, effective practices and caring teachers come together for the purpose of facilitating language instruction.

A seamless K-12 foreign language curriculum speaks with one voice and reminds everyone that there are not three separate programs (one elementary, one middle, and one high school) but one. In a well-articulated curriculum, all levels address the same goals and objectives at each level of instruction evolve from the previous objectives and lead to the next.

Curriculum Planning - The Process

Program Goal

↓

Goals and Objectives by Grade or Level

↓

Units (Skills and Knowledge)

↓

Assessment

↓

Instructional Strategies and/or Activities (Optional)

↓

Resources

↓

Curriculum Evaluation

UNIT DESIGN

Rationale

The development of a local curriculum and accompanying units will be more useful if it focuses on the language objectives for students rather than on lists of words, grammatical structures, and activities. Students are learning lots of words and are building a broad horizontal base of vocabulary words. They can identify and list but they have difficulty moving beyond one-word answers. To help them build vertically on their language, careful planning is required.

A unit may be developed by an individual teacher or by a group of foreign language teachers. The involvement of teachers from other disciplines will enrich the unit and will provide opportunities for integration. The following is a process which can be applied to the design of a unit of instruction.

I. Topic or Theme

Select a Topic or Theme

Focus on a topic or a theme. A larger theme allows for language use in context whereas a specific topic narrows the scope of the instruction. Look for a topic which lends itself to the developmental needs and interests of the students. To awaken students' interest, give the unit a title which is a question which will be answered during the instructional delivery. Brainstorming is a useful strategy to use at this point.

Questions to Ask:

- *Is the unit broad enough to allow for the incorporation of several goals?*
- *Are there enough time, materials, and resources to develop and support the unit?*
- *Will the students find the unit challenging and engaging?*

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II. Connection to the *NC Standard Course of Study*

Select Objectives Related to the Topic

Using the *NC Second Language Standard Course of Study* and the local curriculum, list on a chart or overhead all the objectives for that unit. Be specific and ensure that the objectives listed reflect what students will be able to do with the language (function) rather than what you, the teacher, will be doing. Specify whether the objectives are to be reached orally, in writing or by performing an action. Culture objectives may overlap with the language objectives.

Narrow the List Down

Take another look at the list of objectives and narrow it down to what is essential. You may end up with only five language objectives from the original list along with several content and cultural objectives. In order to start building on the language, you need to be clear on the focus of the unit. Remember that you do not have to teach every objective in one year. Go back and look at the *NC Second Language Standard Course of Study* (1999) and the local curriculum and make sure that the objectives selected correspond to the stage of language development of your students.

III. Unit Objectives

With this step, go from the broad to the specific by tailoring the objectives to the individual unit. For example, two Level I objectives from the Standard Course of Study state:

3.01 Give short oral and written presentations about people, places, things, and events using everyday words and phrases.

5.08 Examine the cultural traditions and celebrations that exist in the target cultures and other cultures and recognize the viewpoints behind them.

The unit objective could be:

Students will be able to discuss the "Día de los Muertos" in Spanish. They will be able to compare this celebration with its American counterpart.

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Questions to Ask:

- Are there too may objectives?
- Are the objectives clear?
- Are they attainable?
- Are they appropriate to the language proficiency of the students.
- Do they correspond to the student's age and cognitive development?
- Are the goals and objectives of the unit assessable?

IV. Skills and Knowledge

At this point, special attention needs to be given to the skills and knowledge needed for students to be able to meet the objectives. Knowledge may refer to societal customs or historical events, but it also includes the two enablers of vocabulary and structures needed for students to reach the objectives. Of course, the selected vocabulary and structures are entirely dictated by the identified language functions for the unit.

List Vocabulary

List the vocabulary which will help your students meet the objectives. Include adjectives, nouns, prepositions and any other relevant words. Identify previously taught vocabulary with an asterisk. Keep your list relevant and concise. Is it important for students to learn 25 different foods and to only be able to identify the foods or is it important for them to learn a few food items and to have them ask for, describe, and purchase those items?

List Structures

Now list the structures and be specific. What do you want students to know? List the verbs in the form needed for communication. Do you want student to say " turn" or just "to turn"? If you list prepositions, do they have to learn all the prepositions this year? Which ones are more relevant to this unit?

Revisit the Lists

Revisit the lists looking at the following questions:

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Questions to Ask:

- *Which specific skills and knowledge are needed to achieve the objectives?*
- *Can the objectives listed above be met with these words and structures?*
- *Why is it important for students to know this?*
- *Am I asking my students to do something for which they do not have the vocabulary and structures?*
- *Am I trying to do too much too quickly?*
- *Are there too many words listed?*
- *Why did I choose to leave __ out?*
- *Why did I choose to include ___?*

V. Activities

List Activities

Start with activities which address the objectives listed. To help you in this task, you may want to cross-reference the activities to the objective(s) they address. If an activity does not address the objectives, omit it regardless of how "cute" it is. You would only be wasting the limited time you already have. If you cannot part with the activity, refocus it and modify it so that it addresses one of the objectives.

For students to master a particular objective, you need to expose them "ad nauseam" to a variety of activities addressing that objective in different ways. However, do not plan those activities at random but instead ensure that each activity builds on or reinforces as much as possible the one previously introduced.

In addition, look at activities which are student-centered and student-directed and in which the teacher plays the role of facilitator.

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Questions to Ask:
- *Are the activities connected?*
- *Do they address the objectives?*
- *Are the language, content integration, and cultural objectives addressed through the activities?*
- *Are all the activities teacher-led or can they be modified to become student-directed?*
- *Are the activities taking into account the different ways in which students learn?*
- *Do they reflect a variety of methodology?*

Revisit the Objectives Vocabulary and Structures

At this time you might want to revisit the objectives, vocabulary, and structures to ensure that some were not left out of the activities.

VI. Student Assessment

Considerations on Assessment

How do you know that students have learned what has been taught? Design assessments (formal or informal) to find out what students know and are able to do. Assessment should reflect the kind of instruction which takes place in the classroom; therefore, it should assess the same skills in the same fashion. Surprises do not have a role in assessment.

Write an Assessment for Each Objective

For help, you might want to look at some of the suggested assessments in the NC publication *Assessment, Articulation, and Accountability.* As you are working with students in transition years (from elementary to middle or from middle to high school), you may want to record the assessment (check lists with dates, observation sheets, etc.) so that the teacher at the next level has a better understanding of the students' knowledge.

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Questions to Ask:

- *What am I trying to assess?*
- *How will I know that the students have learned the skills and knowledge?*
- *How am I going to assess students?*
- *What assessment tools are best suited to assess each objective?*
- *Does the assessment reflect the way in which the material was taught?*
- *Am I assessing the different skills listed in the objectives?*

As you continue to develop units, make sure that each unit reinforces, and expands the previous one. Some objectives may be the same; however, they will be addressed within different contexts where vocabulary and structures may be re-entered and expanded.

VII. Resources

Identify Resources

Resources should not drive the curriculum nor the unit. In today's technological world, there are many options available to students and teachers alike. The more traditional resources include the textbook, dictionaries, and books, others include authentic materials such as newspapers, magazines, realia, television/satellite programs, Internet, videos, games, and songs. Access to native speakers or people who have traveled to the target countries adds an extra component to the second language class.

Questions to Ask:

- *What are the available resources to help meet specific objectives and enhance learning?*
- How can I incorporate technology to maximize learning?
- *How can I include authentic materials?*

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VIII. Unit Evaluation

Revisit Unit

Once the unit has been taught, solicit feedback from students and/or other teachers to gauge its effectiveness. Based on the feedback, revisit the unit and incorporate modifications to improve, expand, or narrow its focus.

Questions to Ask:

- *What worked?*
- *What did not work? Why not?*
- *How can I improve on the unit?*
- *Am I taking the following into consideration: learning styles, modality learning, group/pair/cooperative learning?*

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Unit Design

Select a Topic or Theme

↓

Define the Unit Objectives

↓

List the Skills and Knowledge

↓

Select the Activities

↓

Develop the Assessment Tasks

↓

Identify the Resources

↓

Teach the Unit

↓

Evaluate the Unit

Sample Form for Unit Design

I. Grade or Level:

II. Topic or Theme:

III. Objectives

1.

IV. Skills and Knowledge
Vocabulary:

Structures:

VI. Instructional Strategies and/or Activities:

VII. Assessment:

VIII. Resources:

IX. Unit Evaluation

Unit Title:

SCS Goals	Objectives	Unit Objectives	Skills and Knowledge	Assessments	Resources
Interpersonal Communication					
Interpretive Communication					
Presentational Communication					
Cultures					
Comparisons					
Connections					
Communities					

Adapted from Nebraska K12 Foreign Language Frameworks, 1996.

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SAMPLE ELEMENTARY UNIT

The School Day - Grades 4-5

Sample unit designed by: Jeral Spears, Gayle Stiehm, Anne Nietert, Christie Cibulsky.

Goals and Objectives from the SL Standard Course of Study (1999)

Goal 1 - Interpersonal Communication

1.02 Use basic words and short memorized phrases during interactions orally and in writing.

1.03 Ask and answer questions using learned materials orally and in writing.

1.04 Engage in conversation with the teacher and other students to exchange information about every day topics.

Goal 4 - Cultures

4.01 Recognize and use learned non-verbal gestures, manners, and behaviors of the target cultures.

4.08 Explore practices and perspectives of contemporary life in the target cultures through print, non-print, electronic materials, and cultural artifacts.

Goal 6 - Connections

6.01 Demonstrate understanding and apply information and skills that are common to foreign language instruction and the fourth/fifth grade class.

Unit Language Objectives

- Identify classroom objects by choosing or naming correct one when teacher gives clue (oral and written).
- Identify most used classroom objects by saying the name.
- Follow and give directions and commands using vocabulary (oral and written).
- Ask and answer questions about the location, size, color, etc. of classroom objects.
- Express possession by using classroom vocabulary in simple sentences.

Unit Content Integration Objectives

- Identify properties of objects (size, color, shape, and weight).
- Classify objects using a Venn diagram.
- Estimate the number of objects in a certain location.

Unit Cultural Objectives

- Identify times on sample schedules from target cultures orally.
- Orally identify and describe objects using realia from the target cultures.
- Address teacher using the polite form.
- Begin counting by using thumbs.
- 5th graders. Express time in military form when reading schedules.

Vocabulary			Structures	
pen* pencil* desk* chair* On under next to in front of behind to the right to the left in	table* book* notebook chalkboard heavy/light shapes* ,time*(quarter past, quarter till, half past, noon, midnight), numbers 1-60	small* big* blue, green, etc	Go Put Walk Close Where is it? How many___? I need ___ There is/are #___ This is the _____ of _____.	Open Whose ___ is it? What is it? his/her my your I have He/she has

(*review words)

Sample Activities

1. Teacher sets up objects, chooses one, and asks the student to name it.
2. Blindfold a child, he/she feels an object and names it.
3. "Shhh game". Students play against the teacher. Teacher holds an object, names it correctly and students repeat and receive point, if teacher names it incorrectly, students respond with finger over mouth (or if not, teacher gets the point).
4. Teacher gives simple command, students perform it.
5. Students give commands for the class to perform.
6. Students pull paper out of bag, read the command, and perform it.

7. Teacher asks questions about the size, location, etc., students respond with "It is a ___."
8. Student reads a paragraph about the location, size, color of an object, then draws a picture of it.
9. Students, in pairs, ask and answer questions about the size, location, etc. of classroom objects.
10. Teacher asks questions e.g., "Whose ____ is this?" Students respond with "This is the ____ of ____ or they use the pronoun followed by the word.
11. Teacher takes an object from a student and ask "what do you need?", the student responds with "I need ___" or "I need my ___".
12. On a piece of paper students estimate the number of chairs, tables, pencils, and books in the classroom.
    - Groups are then assigned an object and actually count the number in the room. Groups describe the object in more detail by identifying colors and sizes of their objects. Then groups report findings to the class orally and then write a few sentences about the object.
    - Individuals closest in estimations are helpers in graphing the findings on a class chart.

Assessment

Rubric to assess the students' oral presentation.
Teacher observation of the students' participation.
Checklist listing the unit objectives to be completed at the end of the unit by the student as a self assessment first then by the teacher.

Resources

Realia and schedules (preferably related to school) from the target cultures.

SAMPLE MIDDLE SCHOOL UNIT

Knowing Me, Knowing You - Grade 7 (Continuing)

Sample unit designed by the Duplin County teachers.

Goals and Objectives from the SL Standard Course of Study (1999)

Goal 1 - Interpersonal Communication

1.01 Communicate with others, using basic words and increasingly complex phrases and sentences moving beyond present tense.

1.02 Exchange information by asking and answering questions orally and in writing.

1.03 Share likes and dislikes, feelings and emotions with each other giving supporting information orally and in writing.

1.04 Engage in conversation about everyday topics.

1.05 Use culturally acceptable vocabulary, idiomatic expressions and gestures in conversation.

Goal 3 - Presentational Communication

3.02 Recombine known language to produce personalized statements.

3.03 Compose paragraphs related to personal experience.

Goal 6 - Connections

6.01 Students demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.

Unit Objectives

Language Objectives

- Demonstrate understanding of who, what, where, how, when, how much and how many questions.
- Demonstrate understanding of descriptive words in simple phrases and sentences.
- Demonstrate understanding of action words in context.
- Compare and contrast orally and in writing.
- Express possession.
- Describe orally and in writing people, places, and things.
- Obtain information through reading.
- Generate in writing two or more related sentences in context.

- Ask questions.

Content Integration Objectives

- Weigh, measure and estimate using the metric system.
- Graph student data (e.g., age, height, weight, hobbies, favorite things, etc.)

Cultural Objectives

- Use gestures, greetings, expressions, manners, and behaviors which are characteristic of the cultures in which the language is spoken.
- Participate in activities which are characteristic of young adolescents in the cultures where the language is spoken.
- Demonstrate understanding of adolescent literature in the culture where the language is spoken.

Vocabulary

fat
question words*
to dance*
to listen*
to know*
to be*
to read*
to write*
to eat*
to have*
to like*
to swim*
clothing*
foods*

brother
sister
grandparents
to live*
to be*
to know*
to work*
to sleep*
to drink*
to watch*
to play*
to speak*
to wear*

* Review words

Structures

Verb forms: I (live)
You (live)
he/she (lives)
Where? When? What? How? Why?
How much? How many?
I like/I do not like.
It/he/she is my _____.
It is _____'s __ .
I am _____.
It/he/she is_____ .
I eat.
He/she eats.

Sample Suggested Activities

1. Student Interview. One student interviews another with question words e.g., "Who are you? What do you do after school? Where do you live? When is your birthday? How do you get to school? How many brothers and sisters do you have?"

2. In groups of two, students will compare and contrast themselves with their partners, using the verb "we have" to make comparisons.

3. a. Using a word bank, students will listen to a paragraph or description and fill in the blanks with correct action words..

   b. Role play. Students choose action card e.g.," I dance." Students perform the action written on the card.

   c. Using pictures of various actions, students give sentences stating the action.

   d. Show pictures of different activities and ask students or have students ask questions such as "Do you know how to swim?"

   e. Write ten sentences and allow students to fill in the blank orally and in writing using the appropriate verb e.g., "I _____ Michael Jordan."

4. Divide the class into pairs. The students will write sentences about the differences between themselves and their partners. Scramble the papers of the students. One group will read aloud the paper submitted by another group and the class will try to figure out which group has partners with these differences.

5. Students express possession by using "My/your" in sentences about themselves, some of their possessions, or someone else's possession.

6. Oral and written expression. Students describe using "My/your __________."

7. a. Students describe themselves (including height using the metric system) in writing. They accompany their written description by a collage describing them, their likes and dislikes.

   b. Students read a paragraph written by individual students about themselves. Students will guess who wrote the paper by the description read aloud.

   c. Students describe someone else in the class in writing.

d. Students write their likes and dislikes and try to find another person in the class who shares at least two things they like/dislike.

e. Students will read a paragraph about one of their favorite persons and answer "WH" questions in writing. Students can share orally the answers they believe to be correct.

8. a. Students design a survey and take a poll of the class to find out when students were born, their height, their hobbies, their favorite movies, etc. Information is graphed on the board and is used for class discussion.

Assessment

1. Students will give response to who, what, when, where, how, how much, how many, and why questions.
2. Students will identify by writing the number or letter of a visual described by the teacher.
3. Students will match pictures with action words or sentences from a word bank.
4. Students will respond to correct opposite or appropriate contrast to teacher generated statements (using a Venn Diagram).
5. Students will identify an object by showing possession e.g.,"It is my dog or it is John' s dog."
6. Students will read a short paragraph and answer questions orally or in writing concerning persons, places, and things described in the paragraph.
7. Students will ask at least two questions to another student about a paragraph or a role play situation.
8. A rubric outlining valued criteria is used to assess the students' writing about themselves.

SAMPLE HIGH SCHOOL UNIT

Story Telling - Level IV

Adapted from a unit by Bobby Blankenship, Wilkes County

Time Needed: 7 days (90 minute classes)

Goals and Objectives from the SL Standard Course of Study (1999)

Goal 1 - Interpersonal Communication

1.06 Use culturally appropriate vocabulary, idiomatic expressions, and gestures consistently in conversation

Goal 2 - Interpretive Communication

2.01 Demonstrate understanding of oral and written materials without complete reliance on formally learned vocabulary and structures.

2.04 Interpret and analyze main ideas and supporting details from longer oral passages from the target culture(s) (e.g., live and recorded discussions, presentations, lectures on current and past events) or from materials being studied in another class.

Goal 3 - Presentational Communication

3.01 Narrate and describe with detail orally and in writing in present, past, and future time.

3.02 Create and present poetry, short plays, and stories.

Goal 4 - Cultures

4.03 Make inferences about the target cultures and their people by participating in and experiencing customs, traditions, and celebrations.

4.07 Form and support opinions about contemporary life in the target cultures through examination of media and cultural artifacts and interaction with people from those cultures.

Goal 7 - Communities

7.01 Perform for a school or community celebration or competition.

Lesson Objectives:

Students will create, publish and present a legend to an elementary or another Spanish class using a variety of tenses (present, preterit, and imperfect).

Materials Needed:

Pictures, props for stories, books, Internet access for researching the legend, drawing materials such as paper, crayons, markers.

Procedure:

Day 1-2 (Pre-task):

- Activating strategy: Daily schedule for yesterday, today, and tomorrow.
  - Review tense forms using the fishbone graphic organizer and the overhead as a group.
  - Work in collaborative pairs to orally ask one another questions about their respective schedules.
  - Oral group discussion of schedules.

- Cooperative groups of 4-5 are formed. Within the groups, students discuss the role (editor-in-chief, writer, co-writer, main illustrator, etc..) that best matches their skills.

- In the cooperative group, students read a legend in the target language. Each group can be assigned a different legend.

- In groups, they examine different aspects of the legend read (e.g., vocabulary, characters and characterization, origin of the legend (historical background), plot (using story map graphic organizer).

- Each group presents information to class.

- Teacher debriefs as a whole class activity.

- Individually, students do a KWL graphic organizer on legends and stories read in class so far.

- Student-volunteers present their KWL to the class.

Day 3-5 (Writing task):

- Students begin brainstorming activities within their group to determine the possibility of ideas. All students participate in a round robin fashion.

- From the brainstorming, students choose a theme.

- Students, in their cooperative groups, begin writing their own legend by following criteria outlined in a rubric (group cooperation and participation, illustrations, word choice, grammatical accuracy, style, comprehensibility, and oral presentation). Each legend will include a title page, an illustrated cover, an author/illustrator biography page, and written text with creative illustration.

- Class briefing and/or mini lessons on components of legends and/or on necessary terms and grammar needed for the narration (e.g., beginning and ending expressions) may take place at any time during this process if the teacher feels students are lacking some of the vocabulary or structures

- Students continue work on story.

- As students finish their story, teacher may want to do a final edit to ensure that the published legends are accurate and comprehensible.

- Students devise the props needed for their presentations and begin rehearsing their parts.

Day 6:

- Students present their legend and book to the class.

- Students who listen to the legend list the strengths of each book/presentation and provide feedback to the group so that they can improve their presentation before sharing it with the target audience.

  Each group may decide independently how they want to prepare this presentation. Presentations may be videotaped for later viewing or for sharing with other audiences if visits to other schools or classes are not possible. Written legend can be accompanied by an audio tape of the students reading and acting out their script.

Day 7

- Students present their legend to an elementary or another Spanish class.

As an extension activity, students could compare legends from different countries with those in the United States and discuss the similarities that emerge.

Assessment:

A rubric can be used to assess the students' written legend and oral presentation to the other class. The rubric could involve such criteria as (group cooperation and participation, illustrations, word choice, grammatical accuracy, style, comprehensibility and oral presentation).

Students viewing the presentation can also be involved in peer assessment by using the same rubric.

LESSON PLANNING

Six-Step Lesson Plan

North Carolina' s teachers are required to follow the six-step lesson plan outlined in the chart below. In order to do so, they have to give consideration to the following:

- The concepts (skills and knowledge) which are needed each day to meet the unit objectives.
- The appropriate teaching strategies to deliver or reinforce the concepts.
- The materials and supplies needed.
- The amount of time needed for each activity.

Activity	Description of Activities and Setting	Materials and supplies	Time
1. Focus and Review			
2. Statement of Objectives			
3. Teacher Input			
4. Guided Practice			
5. Independent Practice			
6. Closure			

1. **Focus and Review:** Various activities are introduced in several different contexts to review previously learned materials. The challenge is to make old material seem new.

2. **Statement of Objectives:** At this stage, objectives for the day are introduced. The teacher focuses on building on what the students already know. This can be done in a variety of ways including brainstorming, KWL charts, questions and answers, or identification of familiar words.

3. **Teacher Input:** This section is teacher-directed and introduces the new concepts to students. Short lectures, demonstrations, modeling, deductive reasoning are a few of the possibilities available to teachers.

4. **Guided Practice:** During guided practice, students are involved in using the new concepts. Guided practice can take place in whole class activities or in pair and group work. Activities are usually structured to enable students to use the new concept within a structured format involving activities such as repetition, book exercises, short drills, practice in pairs, TPR activities, songs, games, or rhymes. Activities should be varied and involve passive as well as active learning, listening and speaking skills, and one-way and two-way communication.

5. **Independent Practice:** With independent practice, students demonstrate their understanding of the new concept by applying alone, in pairs, or in groups what they have learned to a variety of contexts.

6. **Closure:** During closure, the main concepts are synthesized for or by the class. Students evaluate their own learning by entering their reflections in a learning log or in a daily journal. At this time, teachers also assign homework and may model one of the activities to be completed to ensure that everyone is clear on the task. The last part of the lesson is the ideal time to bridge learning to the following class by briefly mentioning how today's learning ties in with tomorrow's.

Title of Lesson

Language(s): **Level:**

Time Needed:

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Lesson Objective(s):

Materials Needed:

Procedure:

Assessment:

Teacher's Notes

LESSON PLANNING

What To Do For A 30 Minute FLES Class

Kelly Price, Charlotte/Mecklenburg Schools, 2000

Prior Preparation for Teachers without a Classroom

Get to know the classroom teachers in your school(s). Request a small area or shelf in each teacher's room to place instructional materials for daily lessons. In the mornings, take materials to the classrooms before the instructional day begins. In addition, if you know that you are going to need an area of the board, ask teachers to leave an area clear for you to use or to let you know what can/cannot be erased. Also, many teachers are willing to assist you in readying their students prior to your arrival. Let them know ahead of time if you need for students to have folders, scissors, glue, crayons/markers, desks cleared etc. Whenever possible, try to bring your own supplies with you. Most schools will give you a class set of glue sticks, crayon boxes, scissors etc. to use in your program.

An audiovisual cart and canvas bags are good for organizing and carrying the materials needed for lessons. Include dry erase markers/chalk, stapler, masking tape, etc. Never assume that the classroom teacher will have what is needed for the lesson unless a request has been made prior to the class. An art portfolio with a handle works well for holding any size posters or flat materials.

Step: Warm-Up/Review
Time: 2-4 Minutes
Sample Strategies:

- Greet students in the target language and ask them to respond appropriately. Depending on students' knowledge level and understanding of the language, greetings may range from a simple "hello" or asking them "How are you?"

- Go over basic "calendar" information with students. Asking the day/date and weather are appropriate for beginning students. However, advanced students can do much more. For example, they can "predict" weather for next few days. Comparisons can be done among their predictions, local forecasts and the actual weather to see who had the most accurate predictions.

- Briefly celebrate any special occasions at the beginning of the period in the target language. You may want to honor a student who has a birthday or someone who has won an award or honor.

- Have cultural music playing as you enter the room. Ask students to stand quietly. Give instructions to students in the target language for them to do various movements with the music (TPR). This will give them a chance to stretch and change their focus from English to the target language.

- Review material from a previous lesson with a short song or activity that requires students to apply their knowledge. Encourage answers that involve synthesizing information and use of complete sentences. For example, if you have been studying clothing and students know their colors they can describe what they and/or a classmate is wearing.

Step: Objectives / Instructional Presentation
Time: 10 minutes
Sample Strategies:

- Tell students in the target what new material you will introduce during the lesson. Show pictures and/or realia to facilitate their understanding.

- For upper elementary, write a list of key words in the target language on the board (with pictures or drawings) as an outline of what will be covered during the class. For example:

Review: clothing and colors	Repaso: ropa y colores
New: Money and catalogs	Nuevo: dinero ($) y catalogos
Activity: New outfit	Activdad: ropa para ti

- Introduce new vocabulary or structures through a story (fairy tales, familiar children's books, flannel board sets, etc.). Make sure that key words and/or phrases are repeated throughout the storytelling process.

- Introduce a song, poem or nursery rhyme.

- Role-play to demonstrate situational language.

Step: Guided Practice
Time: 5 minutes
Sample Strategies:

- Provide an activity for students to demonstrate understanding of the spoken language. For example, choose between two pictures or objects after hearing a description in the target language.
- Have students to follow basic directions. For example, "Show me the...", "Put the _____ on the table", "Give another student the ____", "Find the ____", etc.
- Allow students to role-play or demonstrate an activity with you at the front of the room.
- Play memory game.
- Allow students to label pictures, objects or diagrams.

Step: Independent Practice
Time: 5 minutes
Sample Strategies:

- Allow students to work in pairs to complete activities such as dialogs, matching activities, question and answer, etc.
- Have students draw a picture or create something that they must share with a partner, group or the class in the target language.
- Play team games that require students to respond orally or in writing.
- Allow students to develop skits or role-play scenarios in the target language.
- Allow students to formulate and ask questions in the target language.

Step: Closure
Time: 5-6 minutes
Sample Strategies:

- Re-tell a story and pause so for students to fill in missing words and/or phrases.

- Allow students to help you put away materials by answering questions, following directions, etc.

- Permit individual students to take on the role of teacher and ask questions of their peers such as "What is it?" or "Touch the ___".

- Guide students in completing a diagram or chart to categorize or graph information based on new material. For example, a Vin Diagram dividing foods into fruit and vegetable or graphing how many animals live in the air, on land or in the water.

Step: Leaving the Classroom
Time: 1-2 mins
Sample Strategies:

- Sing a good-bye song in the target language.

- Leave the students ready for the classroom teacher. Have them sit down and put their heads down on their desk.

- Leave the room as you found it. Materials put away, board clean, etc.

LESSON PLANNING

What to Do in a 90-Minute Foreign Language Block (HS)

Kelly Price, Charlotte/Mecklenburg Schools, 1999

Step: Warm-up/Review
Time: 5-10 minutes
Strategies:

- Have students complete a journal entry. They can chose from a prompt on the board or write on a topic of their own choice. In pairs, students work on peer journals in which they write one another in the target language.
- Have music playing as students enter the room. Have copy of the words on their desks with blanks for missing words or phrases. Have them fill in the blanks as they listen. (Note: The music/song should be related to some vocabulary or structure they are studying.)
- Hold a roundtable discussion on local or national issue.
- Provide a scenario on an index card. Students must group themselves and prepare a dialog or short skit in the target language.
- Have a basic question and answer session using familiar words and phrases.
- Charades. Have students role-play a specific vocabulary word.
- Provide T PR (total physical response) activities.

Step: Objectives
Time: 3 - 5minutes
Strategies:

- List the objectives on the board/overhead and discuss them.
- Hand out individual objectives to students as they enter the room. Have the students read the objectives aloud and discuss them.
- Give students a choice. Discuss possible objectives (you should be prepared to more forward with any of the objectives on the list) and let them choose what to focus on for the day.

Step: Instructional Presentation
Time: 20 - 25 minutes
Strategies:

- Introduce new information by presenting a story in which the new vocabulary, structures, etc. are presented in contextual and meaningful situations.
- Show a video or a film or play a cassette/CD to introduce a new concept.
- Teach a song.
- Provide an interactive lecture in which students are encouraged to ask questions and co-construct an explanation of a new material.
- Invite a guest speaker.
- Work with student groups on a new language concept and have them prepare a lesson to teach their peers.
- Demonstrate situational language use by role-playing.
- Use realia, visuals, etc. to convey meaning.

Step: Guided Practice (Teacher Led)
Time: 10 - 15 minutes
Strategies:

- Have students work in pairs/groups to discuss the new concept and to work on the first assignment in which they must apply their new knowledge.

- Provide a model of the assignment or project for students to review and ask questions.

- Give students a rubric/guide that outlines your expectations for completing a task. Allow them to work through a sample task with you to ensure everyone understands the assignment.

Step: Independent Practice (Student Led)
Time: 30 - 35 minutes
Strategies:

- Students can work in groups to prepare dialogs, skits, etc. to demonstrate understanding of language sills and/or concept.

- Have students search the Internet to find information about a special cultural topic, to complete a research paper, etc.

- Have students make audio/video tapes so that you can assess their speaking ability.

- Simulate a situation in the classroom (boarding a plane, listening to the weather on the radio, etc.) in which students demonstrate both linguistically and culturally correct responses.

- Set up center or stations for students to complete various language tasks.

- Have students give oral presentations on famous people studied, literary selections, research, etc.

Step: Review and Reteach
Time: 15 minutes
Strategies:

- Play a review game (pictionary, Jeopardy, etc.).
- Respond to any unanswered questions.
- Quiz students (orally or in writing).
- Have peers check each other's work/progress.
- Assign students to pairs with a student tutor to review material.
- TPR (total physical response) activities.

Step: Closure
Time: 5 minutes
Strategies:

- Review objectives with students and assess their level of understanding and completion of each.
- Go over any "unexpected" lessons learned during the day that arose from discussions, student work, etc.
- Provide a "teaser" for the next day's activities.
- Remind students of due dates, upcoming tests, etc.

Lesson Organization for 90 Minute Classes

Adapted from a lesson by Gloria Pollard, Diane Sturgis, Maine, ACTFL, 1995

TIME	ACTIVITY
10 min.	INTRODUCTION/WARM-UP 1. Lesson agenda on flip chart for teacher/student references; Student secretary, class notebook 2. Sponge activities Oral proficiency interview questions to answer Activities such as "Find the person who" pairing activity, Follow directions on the overhead
15-20 min.	FOCUS OF THE LESSON 1. Methods of introduction: link to homework, to previous learning, brainstorming, use of student products from previous years, short audio/video tape or reading 2. Explanation, note-taking, example guided practice 3. Check for understanding/clarity, write questions, explain to your partner
15-20 min.	EXTENDED DRILL AND PRACTICE 1. Variety: group, pair, whole class, cooperative learning 2. Include accountability factor: "at the end of this practice, you will say/create/write..." 3. Keep timing specific 4. Provide individual comprehension check: Can students utilize a pattern/structure in the following situation?
20 min.	SWITHCHING GEARS, LESS INTENSITY 1. Energizer: short 3-5 min. activities involving movement 2. Cultural component of the lesson 3. Continue reinforcing by linking to the lesson for that class 4. Use media: computer, video, audio, authentic materials, drama 5. Reading/writing extended format 6. Mini projects, creating graphic organizers, etc.
5-10 min.	CLOSURE 1. Reflection for the day orally or in a journal or learning log

2. Assignment of homework. Suggest that homework be completed on the day it is assigned while the material is fresh. Help students organize their homework with a homework planning sheet
3. Keep assignments posted
4. Review new learning with homework examples
2. Check for understanding of assignment

PACING GUIDES

Changing the curriculum in schools which have adopted a block scheduling option can present a real challenge to teachers. To help teachers organize the new courses and to help them adjust to the new time frame, many school administrators are asking teachers to develop pacing guides. Pacing guides organize the information to be taught weekly or monthly according to the new time frame. In addition, the pacing guides allow teachers to "stay on task" with their goals and objectives for each level (*Foreign Language on the Block*, p. 18).

The use of pacing guides is not limited to schools scheduled on the block. Teachers at all levels benefit from establishing a well-constructed yearly plan which allocates time according to the curriculum priorities. Pacing guides provide some consistency of instruction among teachers of the same level within a school or across a school system. However, some adjustments will be necessary to accommodate unexpected events.

PACING GUIDE

Class: ______________________ Teacher: ___________________

Timeline/ Dates	Second Languages SCS Objectives	Topic/Theme/Unit	Resources

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PACING GUIDE

WEEK	TOPIC	GRAMMATICAL CONCEPTS AND VOCABULARY	RESOURCES

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PACING GUIDE
Richmond Senior High School

Course: ______________________________

DATES	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY

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PACING GUIDE

COURSE: ____________________ TEACHER: ____________________

☐ 1ST 6 Weeks
☐ 2nd 6 Weeks
☐ 3rd 6 Weeks

☐ 1st 9 Weeks
☐ 2nd 9 weeks

Unit/Topic/Goal	Correlation with Standard Course of Study	Resources

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FRENCH I PACING GUIDE

Teacher: Sylvie Little **Class:** French I (90min. classes)

Unit Name: Welcome - Unit I **Amount of Time Needed:** 14 Days

Unit Objectives	Vocabulary	Structures	Resources
• Introducing themselves • Telling who they are • Telling and asking where they are from • Describing themselves and others • Identifying body parts and telling how they feel • Using numbers when giving their own phone number • Spelling new French name	• Greetings and terms for politeness • Descriptive adjectives • Name of places • Numbers • Body parts • French first names • Alphabet	• Formation and place of adjectives • Verb to be • Expression "to be from..." • Negative structures • Indefinite articles	• Book, p. 1-35 • Video • Bingo game • Pantomime • Flashcards • Exercise sheets • Homework assignments

Richmond Senior High School, 1995.

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SPANISH II PACING GUIDE

Teacher: Marjorie Rainey **Class:** Spanish II (90min. classes)

Unit Name: Travel - Unit IV **Amount of Time Needed:** 5 weeks

Unit Objectives	Vocabulary	Structures	Resources
• Know automobile types, features and basic services. • Know vocabulary associated with driving • Know vocabulary associated with airplanes and procedures for getting on an airplane • Be able to give and ask directions and express location • Get in and out of traffic situations • Check in and out of hotel • Ask for services • Be familiar with driving customs in some Hispanic countries • Compare and contrast with customs in the US	• Words associated with cars, planes, and airports • Words associated with checking in a hotel, hotel features and facilities • Time expressions • Vocabulary involving variety of traffic situations • Name of different road signs	• Telling time • Use of comparisons (as...as, as much ...as) • Familiar commands • Preterit tense	• Text • Worksheets • Audio cassettes • Quizzes • Communicative activities • Situation cards

Richmond Senior High School, 1995.

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Instructional Strategies

INSTRUCTIONAL STRATEGIES

About This Section

This section suggests teaching strategies for students with diverse-learning needs and general strategies for use in the foreign language classroom. Individual strategies and their benefits are defined and their respective use in the classroom are explained.

The suggested strategies will benefit all students in the classroom and especially students with special learning needs.

Teaching Strategies for Students with Diverse-Learning Needs

General considerations for meeting students needs:

Selecting and using the following approaches will add variety to classroom teaching and, more importantly, will assist the wide variety of learners within the classroom toward mastering the concepts of a lesson.

- Relate learning activities to personal real-life skills and experiences.
- Model assignment expectations by showing an example of the product.
- Limit expectations to two or three well-developed concepts per unit.
- Be aware of academic level of students so that reading, vocabulary, and other issues can be addressed.
- Use projects rather than traditional testing for evaluation.
- Concentrate on student strengths and bring those strengths into the lesson.
- Use concise written and oral directions.
- Provide lecture outlines.
- Pre-teach concept vocabulary; use pre-reading clues.
- Use pictures, concept mapping, webbing, and graphic organizers.
- Require short answers as well as long essay answers; e.g., testing, oral response.
- Create large and small group activities.
- Use multiple intelligence approaches to teach the same lesson.

Considerations for Meeting Specific Learning Needs in Skill and Instructional Areas

The following suggestions are grouped to address specific kinds of learning needs, but the strategies also may be beneficial to other students in the same classroom.

➢ To ensure student success with *reading*...

- Use pre-reading, and post reading activities to pre-teach or reinforce main ideas.
- Use before, during, and after reading strategies e.g., before - preview questions; during - pausing to reflect; after - self-evaluation, summary.
- Provide advance organizers when showing videos.
- Provide audio-taped materials (text or study guides).
- Teach self-questioning.
- Summarize key points and/or have students summarize key points.
- Label main ideas.
- Label 5 W's - who, what, when, where, why.
- Allow highlighting of texts, passages, key words, or concepts.
- Use visual imagery.
- Use computer programs or games.
- Use peer tutoring
- Explain idioms that appear in reading passages.
- Allow silent pre-reading.
- Allow partner reading.
- Allow students to quietly read aloud (sub-vocalization).
- Use graphic organizers.
- Use preparatory set; i.e., talk through what a reading passage is about using new vocabulary and concepts.

➢ To ensure student success with *writing*...

- Shorten writing assignments.
- Require lists instead of sentences.
- Dictate ideas to peers.
- Provide note takers.
- Allow students to use a
- Provide a structure for the writing.
- Allow collaborative writing.
- Provide a model of the writing.
- Allow use of different writing utensils and paper.
- Narrow the choice of topics.
- Grade on the basis of content; do not penalize for errors in mechanics and grammar.
- Allow choices of manuscript, cursive, keyboarding.

tape recorder to dictate writing.

- Allow visual representation of ideas.
- Provide fill-in-the-blank form for note-taking.
- Use a flow chart for writing ideas before the student writes.
- Brainstorm a word bank of possible words that would be needed prior to the writing activity.
- Allow different positions of writing paper and /or surfaces.
- Allow students to use a computer for outlining, word-processing, spelling, and grammar check.

➢ To ensure student success with *speaking*...

- Give sentence starters.
- Use graphic organizers to organize ideas and relationships.
- Use visuals.
- Allow extra response time for processing.
- Use cues and prompts to help the student know when to speak.
- Use partners.
- Phrase questions with choices embedded in them.
- Use choral reading or speaking.
- Use rhythm or music.
- Allow practice opportunities for speaking.
- Practice role playing activities.

➢ To ensure student success with *attending*...

- Use preferential seating.
- Use proximity to measure on-task behavior.
- Provide opportunities for movement within a lesson.
- Use self-monitoring strategies.
- Provide a structure for organization.
- Help the student set and
- Decrease distractions.
- Use active learning to increase opportunities for student participation.
- Provide opportunities to change tasks or activities more frequently.
- Break tasks into the smallest possible chunks.
- Provide reminder cues or prompts.
- Teach skills of independence; e.g., paying attention.
- Provide definite purpose and expectations especially during unstructured activities.
- Prepare the student for changes in the routine.
- Use computers.
- Use graphic organizers.

monitor personal goals.

- Provide alternative work areas.
- Use private signal to cue appropriate behavior for more difficult times.
- Reduce assignment length.

➢ To ensure student success with *following classroom rules...*

- Teach rules and expectations.
- Model and role-play rules and expectations.
- Post rules and expectations.
- Teach skills of independence.
- Be consistent.
- Use proximity.
- Have students set personal goals.
- Use self-monitoring strategies.
- Use positive correction prompts.
- Teach and use positive and negative consequences.

➢ To ensure student success with *organizing...*

- Use graphic organizers.
- Use semantic mapping.
- Teach time-management skills.
- Post sequence of events.
- Teach use of folder, notebooks, etc.
- Teach how to clean a desk or a locker.
- Use assignment sheets.
- Model how to think aloud when organizing a certain project.
- Allow students to brainstorm and prioritize the important parts of a project or assignment.

➢ To ensure student success when *working in groups...*

- Teach group rules and expectations.
- Teach skills of independence; e.g., bridging phrases, disagreeing agreeable, voice level.
- Teach manageable strategies for moving in and out of groups within the classroom setting.
- Post rules and expectations.
- Give adequate time but not "fooling around" time.
- Be in close proximity to groups as they work.
- Teach a signal for getting attention of all groups.
- Practice and assess student behaviors in small-group settings.
- Use cooperative learning strategies

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- Assign student roles or responsibilities in the group.
- Use a wide variety of groupings; e.g., flexible, cluster, skill.

➢ To ensure student success with *understanding new concepts...*

- Pre-teach new concepts.
- Identify priority learning from less important material.
- Provide adequate time.
- Provide meaningful practice, review, repetition.
- Use multiple means of learning the same material (visual, auditory, tactile).
- Have student set personal goals.
- Use peer tutors.
- Use flow charts.
- Use multiple intelligences information to deliver material in a variety of ways.
- Use cooperative learning and small groups.
- Provide cues.
- Connect previous learning to new information.

➢ To ensure student success with *retaining and retrieving information...*

- Use multi-modalities (visual, auditory, tactile) to teach the same concept.
- Teach vocabulary in context.
- Use cues and prompts.
- Use graphic organizers.
- Use frequent repetition of key points.
- Show relationships among concepts through graphs, outlines, and webbing.
- Use color coding to show concepts and relationships.
- Use peer tutors.
- Highlight important information.
- Teach mnemonics as a memory tool.
- Teach visual imagery.
- Use rhythm, music, and movement.
- Use lists.
- Use matrix to organize information; allow students to construct some of their own.
- Use pictographs.
- Break down instructional units into smaller steps.

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➢ To ensure student success with *representing new learning in assessment…*

- Use a variety of authentic assessments.
- Establish criteria and expectations prior to instruction.
- Teach test-taking strategies.
- Teach the format of an upcoming test.
- Allow adequate time for test taking.
- Allow paper-pencil tests to be taken in a different space.
- Allow a variety of ways to respond; e.g., orally, pictorially, tape recording.
- Give choices.
- Assess learning continuously over time, not just at the end of a unit of study.
- Use rubrics.
- Use self-assessment tools.

➢ To ensure student success with *motor skills, mobility, posture maintenance, manipulation of materials…*

- Allow alternatives to writing.
- Allow adequate time for manipulation of materials.
- Allow different postures.
- Use physical cues.
- Use easy-to-handle concrete examples and models.
- Position materials for easy access and individual use.
- Provide adaptive equipment.
- Be aware of the impacts of room arrangements.
- Be aware of the impacts of the physical positioning of the individual.
- Use bold outlines on maps and charts.
- Use peer tutors.
- Be aware of tasks that require eye movement from one plane to another.
- Be aware of the student level of fatigue.
- Position all participants at the same eye level during small-group discussion.

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➢ To ensure student success with *hearing-impaired learners*...

- Provide preferential seating.
- Use visual cues (overheads, drawings, maps, demonstrations, visual samples of new vocabulary).
- Face student directly when speaking.
- Repeat or rephrase what other students say-- hearing what other students say is often difficult for hearing impaired students.
- Highlight text and study guides.
- Provide note-taking assistance during lectures to allow hearing-impaired student to concentrate on the teacher.
- Use peer tutoring.
- Use study sheets to organize information.
- Pre-teach vocabulary.
- Emphasize key points; don't overload with information.
- Show videos or visuals before presenting information to provide a knowledge base for students.
- Use alternative testing methods.
- Minimize background noise.
- Simplify vocabulary.
- Use pre-printed outline of materials.
- Use captioned videos, films, etc

➢ To ensure student success with *visually-impaired learners*.

- Describe what you are doing.
- Provide preferential seating.
- Provide material in large or braille print.
- Give student an individual copy of visual information presented to the group.
- Use black and white printed handouts.
- Use audio-taped books.
- Use tactual materials to represent concepts -- contact a vision consultant to assist with the design.
- Be aware of lighting requirements.
- Stand away from window glare when talking to the student.
- Allow extra time to complete a task.

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> **To ensure success with *gifted and high ability learners*:**

- Allow for choice within assignments and projects.
- Use compacting.
- Allow students to make independent plans for independent learning.
- Provide mentoring or apprenticeship with professionals.
- Teach entrepreneurship.
- Use theory of multiple intelligences.
- Use tiered assignments which are more complex or abstract.
- Use critical and creative questioning strategies.
- Use Socratic questioning.
- Use open-ended questioning strategies.
- Use interdisciplinary units.
- Allow in-depth enrichment learning.
- Allow time with like-intellectual peers.
- Use accelerated pace of instruction
- Allow dual enrollment or early admission opportunities.
- Remove time and space restrictions to allow for a long-term integrated plan of study.
- Provide more difficult or abstract resources.
- Allow for concrete or real-life investigations and explorations.
- Teach coping skills.
- Allow students to suggest modifications in the content of their learning, the process they use to learn, and the product they produce to show their learning.
- Clearly communicate criteria and parameters to avoid students taking unacceptable risks or creative detours.

Reproduced from the Nebraska K-12 Foreign Language Framework, p. 301-306.

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BEFORE, DURING, AFTER STRATEGY

What is it?

"Some reading theorists have conceptualized the reading process as three phases: Before Reading, During Reading, and After Reading. This basic model can be used whether students are reading, listening, observing, or acting. In each phase, the learner does certain things" (Dimensions of Learning, p. 37).

How do you use it?

The teacher may want to demonstrate the Before, During, and After strategy to the class as he/she reads a story or passage to the class. After he/she has gone over it with them, they practice in pairs or in group as they prepare to read another passage.

Before

- Identify what you know about the topic. List specific ideas.
- Write specific questions that you would like to have answered.
- Make specific predictions about what you think you will learn.

During

- Try to generate mental pictures about what you are experiencing.
- Occasionally summarize what you have just experienced.
- Try to answer the questions you asked.
- Determine if your predictions were correct.
- Identify things you are confused about. Occasionally go back and try to clear up the confusing parts.

After

- Create a summary of what you have learned.
- State how you can use the information you have learned.

(*Dimensions of Learning*, p. 38).

What are the benefits?

- It helps students construct meaning.
- It develops thinking skills.
- It gives students more ownership over their own learning.
- It connects new learning to what students already know.
- It develops predicting and verifying skills.

BRAINSTORMING

What is it?

A strategy used to elicit ideas from individuals or groups and to communicate them in the target language in oral and written form. Brainstorming is especially effective because it gives everyone an opportunity to contribute his or her ideas to the task at hand. In addition, brainstorming is helpful to reveal background information. It is especially effective as a pre-writing activity.

How do you use it?

Students generate ideas about a specific topic. During a brainstorming activity, all responses are validated. There are no editorial comments from teachers or other students. Once the brainstorming activity is completed, questions can be asked about the appropriateness of the individual entries. Follow-up activities usually revolve around the organization of the generated information.

What are the benefits?

- It reveals background information and knowledge of a topic.
- It discloses misconceptions.
- It helps students relate existing knowledge to content.
- It strengthens target language communication skills.
- It stimulates creative thinking.
- It stimulates participation.
- It guides discussion.

(Adapted from *Florida Curriculum Framework*, p. 103)

CINQUAIN POEM

What is it?

A short poem consisting of five lines arranged within a specific structure.

How do you use it?

Students create a poem according to the following format:

Line 1 states a subject or a noun in one word
Line 2 describes the subject in two words
Line 3 describes an action about the subject in three words
Line 4 expresses an emotion about the subject in four words
Line 5 restates the subject in another single word

For example:

Moi
Très intelligent
Peut faire tout
Tout le monde m'aime
Beau

Monos
Comicos, inteligentes
Corren, suben, saltan
Les gusta comer bananas
Chimpancés

What are the benefits?

- It stimulates creative thinking.
- It gives students an opportunity to use the target language.

CLOZE ACTIVITY

What is it?

Strategy in which selected words or phrases are replaced with blanks at specified intervals, such as every fifth word. In modified cloze paragraphs, teachers chose the words to be replaced by blanks.

How do you use it?

Students read a passage where some words have been replaced by blanks and fill in the missing words either orally or in writing. Rules vary as to whether a synonym is an acceptable replacement or if it must be the exact word.

What are the benefits?

- It assesses reading comprehension.
- It provides opportunities for creativity.
- It develops the use of precise vocabulary.

COOPERATIVE LEARNING

What is it?

Cooperative learning is a strategy in which students work together in small groups to achieve a common goal while communicating in the target language. In cooperative learning, students are interdependent and are required to cooperate with the other individuals in the group. That aspect differentiates cooperative learning from group work. The essential components of cooperative learning are: 1) positive interdependence; 2) face-to-face interaction; 3) individual accountability; 4) interpersonal and small group skills; and 5) group processing.

How do you use it?

Students are assigned different roles within a task. For example, facilitator, recorder, reporter, process observer. Another possibility is to divide the task with one person responsible for information gathering, one for writing, one for editing, etc.

The implementation of cooperative learning can include some of the following strategies:

- Round-Robin: Round-robin is designed to keep team members equally involved throughout an activity, and teaches the skill of taking turns.

  An example in a foreign language class could be to divide the class into groups of five and to give each person within the group a different color magic marker. One after the other, students would be asked to write down an idea to be incorporated into a group task.

- Basic Jigsaw: Form groups of six (home team). Ask the students to count off, numbering themselves one through six. Give directions that all one's will go to table one, all two's to table two, etc. At the new table configuration, participants learn the information and become experts. Time will vary according to the complexity and volume of material. After a given amount of time, participants return to their original tables (home team). Each participant who is an "expert" on the topic teaches the others at the table the information just learned.

- Numbered Heads Together: This strategy allows for students to review. Students are put in groups, and each student is given a number. After a question is asked or a task assigned, the group works on the task. The answer is given only by the student with a specific number, i.e., the students with the number "three" in a group would answer the question.
- Learning Partners: This strategy is usually done with student pairs. Students may be assigned a number (1 or 2). Ask students to turn to their partner and ask him/her something about the assignment, to describe how to do what you have just taught, to summarize the 2-3 more important points of the discussion, or whatever fits the lesson.
- Team Practice and Drill: In this model, the learning of the material is up to the group. Following a traditional lesson, each group gets together to practice.
- Bookends: Before a film, lecture, large group class discussion, or reading, have students summarize with their partners (2-3) or group (4-5) what they already think they know about the subject and come up with questions, discuss new information, and formulate new questions. The thinking strategy K-W-L works well here.
- Line up: This activity can be done fairly quickly. The teacher asks the students to line up according to their birthday, height, etc. Students go around the room interviewing one another and line up accordingly. The teacher can then confirm by asking each student to state the information.
- Four corners: This is a movement activity. Each student moves to a corner of the room representing a teacher-determined alternative. Students discuss selected topics within corners, then listen to and paraphrase ideas from other corners.

What are the benefits?

- It creates a more positive and less threatening environment.
- It encourages multiple points of view.
- It motivates students by increasing the amount of conversation and by enriching the variety of practice.
- It develops leadership skills.
- It fosters diverse abilities.

DIALOGUE JOURNAL

What is it?

A dialogue journal is composed of written conversations between a teacher and student or between a student and another student. The dialogue can be conducted by writing in a journal or through e-mail.

How do you use it?

In a dialogue journal, students write as much as they choose about any topic, and the teacher responds to each student asking and answering questions, and making comments but never evaluating or correcting. Comments are often brief, informal, private, direct, and center around more subjective topics.

Following is a list of suggestions listed in *HELP! They Don't Speak English Starter Kit for Elementary Teachers* for the use of dialogue journals with students of a second language.

- Make sure each student has a notebook to use in journal writing.
- How you begin a dialogue journal depends on the age and literacy development of your students. Younger students can draw pictures and write about it. With older students, it will help them get started if you write the first entry for them to respond to. Something special about yourself usually elicits a good response.
- Be sure that students know they can write about anything they want to in their journals, that they won't be graded, and that nobody but you will read them.
- Students can write during class at a specified time, during class when they have free time, or outside class.
- Be sure to respond to each journal entry. It is better to have students write once or twice a week and for you to respond each time, than for them to write everyday and you only respond once a week.

- Never correct your students' entries. You may ask about meaning when you don't understand something, but don't make comments such as "not clear" or "not enough details." If a student uses an incorrect form, you may provide the correct form if your response seems natural to do so.

- Try not to dominate the "conversation." Let students initiate topics. Too many questions in your responses will result in less language produced by the students, not more.

- The more often students write and the longer they continue writing, the greater the benefits of journal writing.

Peyton also suggests tailoring the teacher's language to the students' level of proficiency and setting a minimum of sentences for the students' writing. (The number of sentences is usually determined by the students' language level and by their age.) As students gain some competence with the language and some familiarity with dialogue journals, the length of their writing will vary according to their topic.

What are the benefits?

- Dialogue journal fosters "interaction on real topics and issues which are of interest to the learner" (Peyton, 1986) with a focus placed on the message rather than the form.
- It gives a good indication of students' progress over the course of a year or a semester and provide a means for teachers to discover students' interests, concerns, and thinking.
- It provides a "context for language and literacy development" (Peyton, 1993) by involving students in purposeful writing free of grammatical constraints.
- It develops communication and writing skills.
- It helps create a positive relationship between teacher and student.

FREE WRITING

What is it?

A strategy for encouraging students to express their ideas by writing in the target language.

How do you use it?

After reflecting on a topic, students respond in writing for a brief time to a target language prompt, a quote, or a question.

What are the benefits?

- It develops the ability to link previous knowledge and experience to a topic.
- It develops creative and critical thinking skills.
- It provides opportunities to express and share ideas in written form.
- It encourages students to value writing in the target language.

GRAPHIC ORGANIZERS

What is it?

A graphic organizer is an instructional strategy which helps students transfer concepts into a visual representation. Graphic organizers present a visual and verbal map of vocabulary and concepts and their relationships and are designed to assist the learners in comprehending concepts and/or reading selections. Examples of graphic organizers include T-charts, webs, Venn diagrams, sequence charts, story maps or story skeletons, and bar graphs.

How do you use it?

Students are given a blank graphic organizer before they experience new information. Depending on the graphic organizer, they begin filling it in with what they know and what they think they will learn, or they may fill it in as the information is presented.

- Students use T charts to record the main idea(s) and information about the main idea.

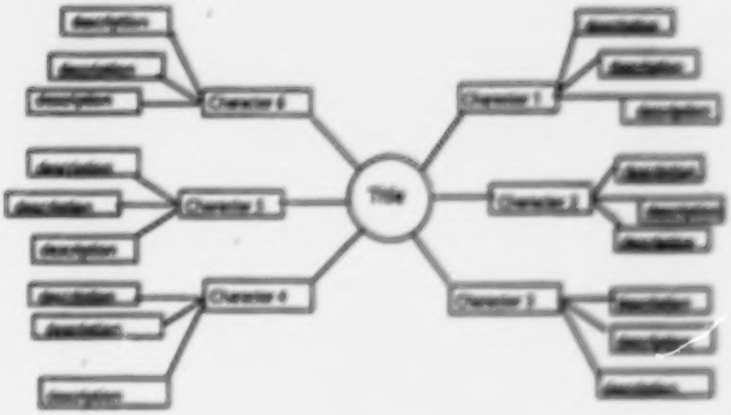
Title

Main ideas	*Details*

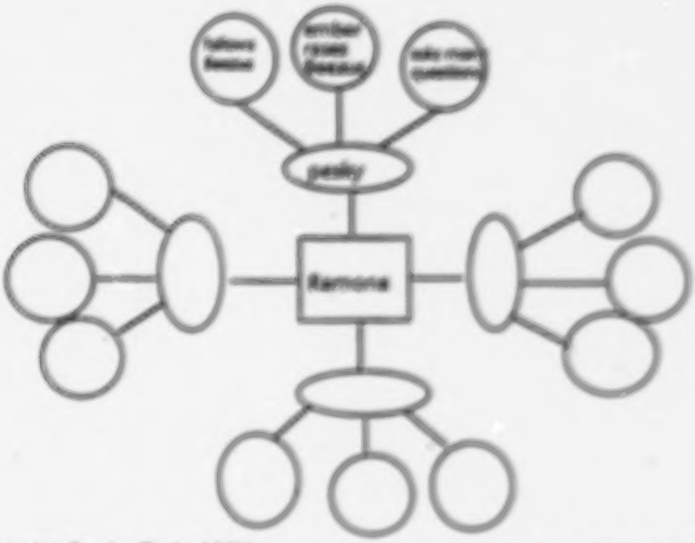
Adapted from Chamot and O'Malley (1992)

- Students use webbing to record topics and to show their connections. Webbing is effective to help students see relationships between topics, to facilitate integration, and/or or to help students organize their thinking.

Webbing


Title
Character 6
Character 1
Character 2
Character 3
Character 4
description

- Students may use a character map to identify the traits which are linked to action in a story. They write the names of main characters in the squares on the map or paste pictures from a magazine that best depict each character. In the ovals, they list qualities of the characters, and in the circles list actions to support those qualities" (*Communication Skills Teacher Handbook*, p. 82-83).


pesky
Ramona

(Marian Davies Toth, 1991)

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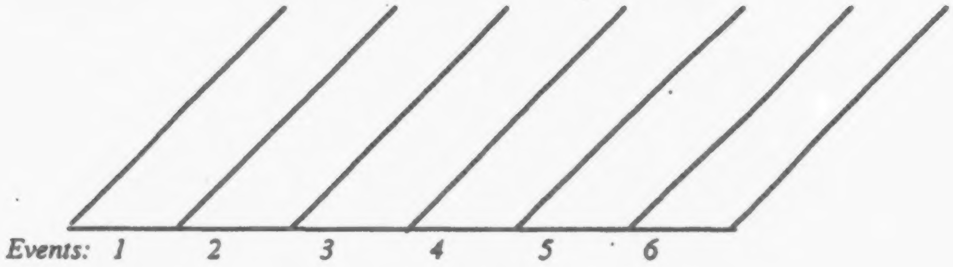
- Students include a **sequence pattern** (or a timeline) to help them organize the events in the order of occurrence. They can write out the events or draw them sequentially resulting in a pictograph, if they are not able to write yet.



STORY MAP

Title:

Setting:

Character 1 Character 2:
Character 3 Character 4:

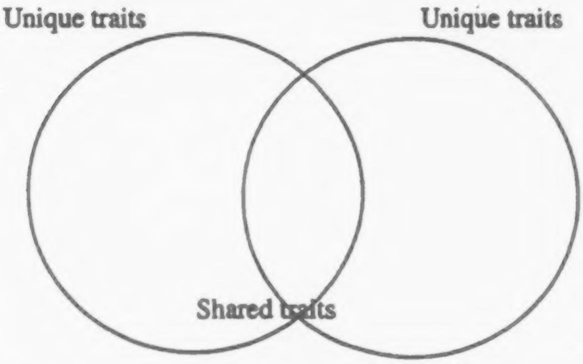
Problem:

Action 1:
Action 2:
Action 3:
Action 4:
Action 5:
Action 6:

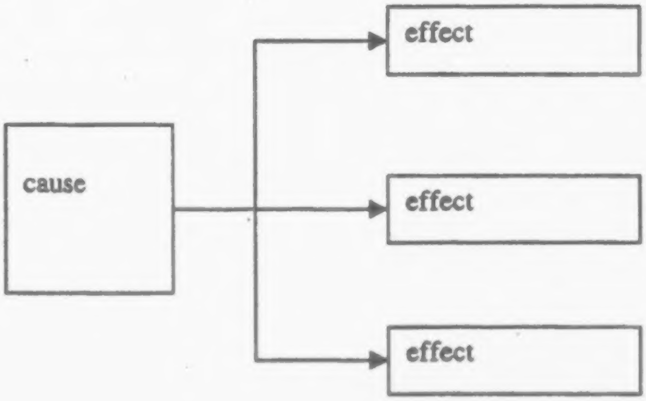
Solution/End

- Students use **story maps** or **story grammar** to help them organize information from a story. They use the story maps as a guide as they retell the story either orally or in writing.

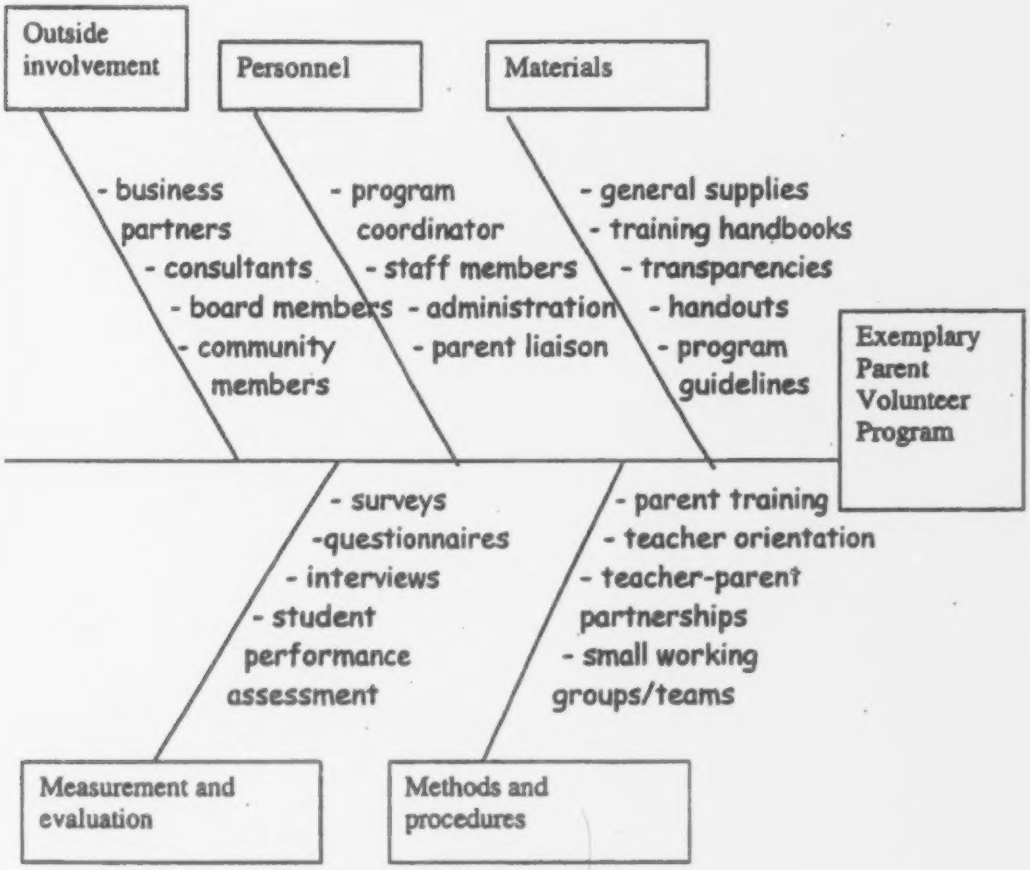
- Students use **Venn diagrams** to analyze similarities and differences between groups. Venn diagrams consist of at least two circles which may overlap where the commonalities exist.


Unique traits
Unique traits
Shared traits

- Students use a **cause and effect graphic organizer** to illustrate how one cause may have several effects.


cause
effect
effect
effect

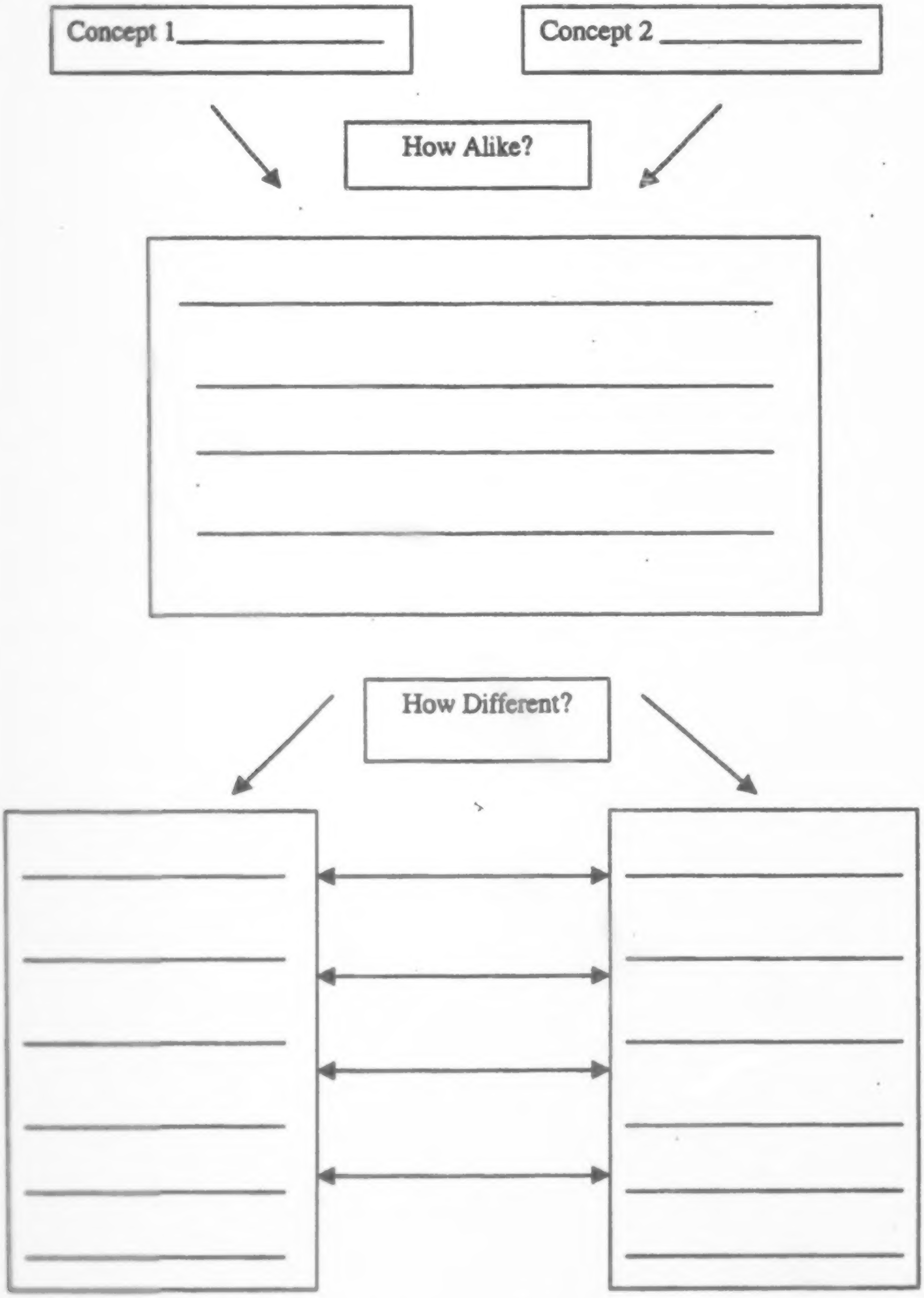
- Another **cause and effect diagram** (also called the fishbone diagram) helps identify, explore, and display the possible causes of a specific problem. Cause and effect diagrams can be used to:
    1. identify problems
    2. display possible problem causes
    3. relate cause to effect
    4. point out areas to focus efforts


Outside involvement
- business partners
- consultants
- board members
- community members
Personnel
- program coordinator
- staff members
- administration
- parent liaison
Materials
- general supplies
- training handbooks
- transparencies
- handouts
- program guidelines
Exemplary Parent Volunteer Program
- surveys
-questionnaires
- interviews
- student performance assessment
Measurement and evaluation
- parent training
- teacher orientation
- teacher-parent partnerships
- small working groups/teams
Methods and procedures

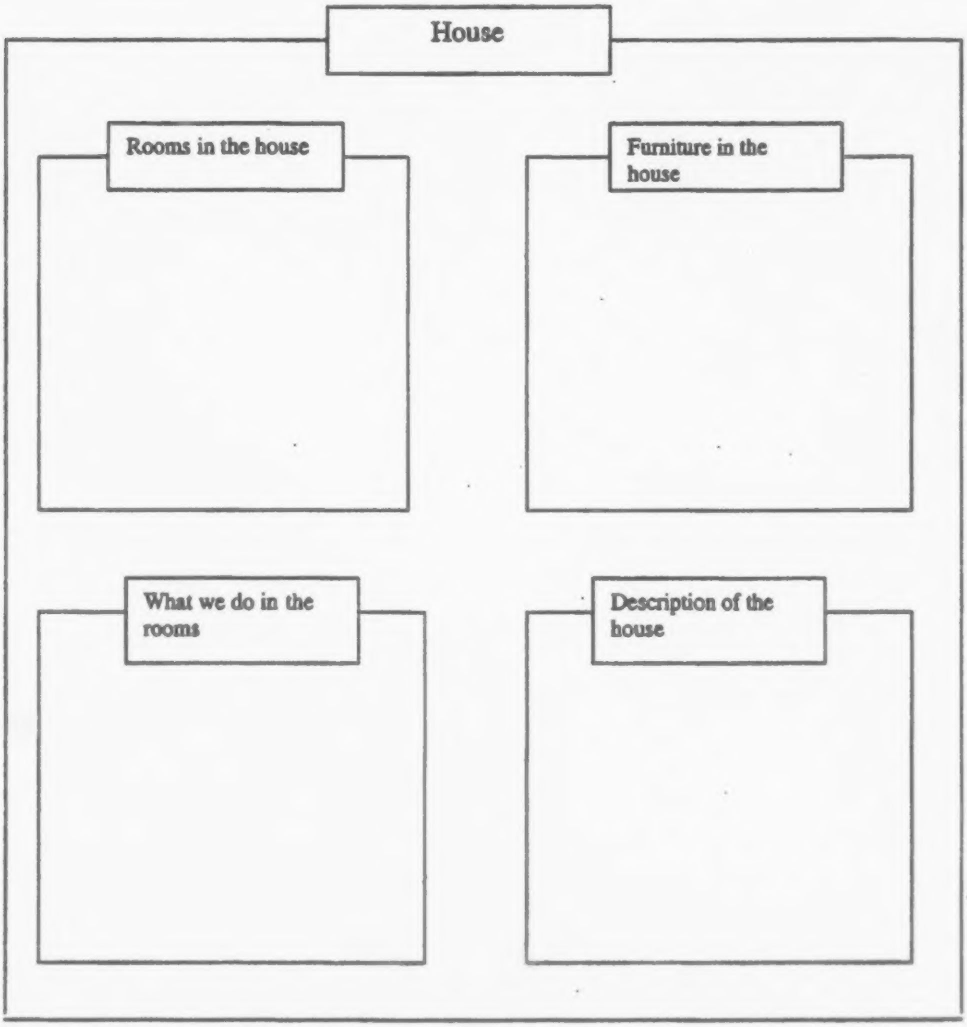
To create a cause and effect diagram, students:

1) State the problem in the box at right; 2) draw a primary horizontal line and vertebrae starting off above and below this line; 3) identify the major categories of possible causes, e.g., people, methods, materials, machines; 4) assign one major category to each slanted vertebrae; and 5) brainstorm under each category the possible causes for effect. (Source: *Total Quality Education and Training Manual*, p. 3-10.)

- **Students use a comparing and contrasting diagram to point out similarities and differences. (Adapted from Midwest Publications.)**

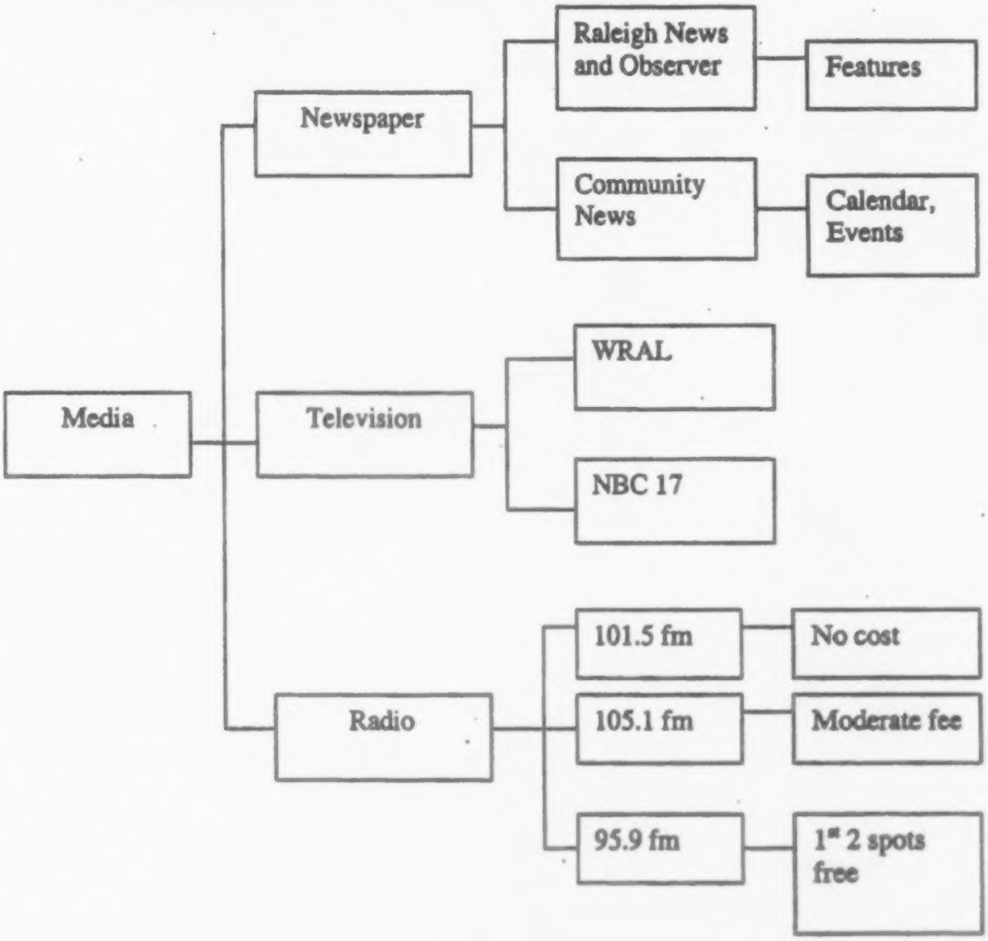

Concept 1
Concept 2
How Alike?
How Different?

- An **affinity diagram** is an organizer which is constructed from the ideas generated during brainstorming. The tool organizes the ideas into groupings based on the relationship between the items.


House
Rooms in the house
Furniture in the house
What we do in the rooms
Description of the house

When constructing an affinity diagram: 1) record the brainstormed ideas on post-it notes; 2) categorize the brainstormed ideas into groupings; 3) look for or create a header card that defines the meaning of each grouping; 4) place the header card at the top of the group; and 5) transfer the completed affinity diagram to paper.

- **A tree diagram is constructed from the categorized groupings developed through the use of the affinity diagram. Groupings are arranged into logical hierarchy, from main idea to the lowest level of detail. This logical ordering can be used to further develop ideas. (Source: *Total Quality Education and Training Manual*, p. 3 -7.)**


Raleigh News and Observer
Features
Newspaper
Community News
Calendar, Events
WRAL
Media
Television
NBC 17
101.5 fm
No cost
Radio
105.1 fm
Moderate fee
95.9 fm
1st 2 spots free

When working with a tree diagram: 1) choose one grouping from the affinity diagram to expand into a tree diagram; 2) place the header card or main idea on the left side of the tree; 3) ideas grouped with the header card represent the first branch level, to be placed to the right of the header card; 3) brainstorm additional branch levels by further defining the first branch level; 4) record each new idea on a post-it note. These ideas

represent the second and third branch levels; 5) continue until the logical hierarchy is complete, from main idea to the lowest level of detail; and 6) review for gaps and/or overlaps. (Source: *Total Quality Education and Training Manual*, p. 3-8.)

What are the benefits?

- It helps students visualize concepts.
- It helps students organize knowledge and ideas.
- It provides a structure and an outline for writing.
- It allows students to think about how the different elements are connected.
- It helps develop the ability to synthesize.
- It fosters the development of higher order thinking skills.
- It helps students identify patterns and relationships.
- It encourages creativity.

HIGHER ORDER THINKING SKILLS

What is it?

SKILLS	DEFINITION	WHAT STUDENTS DO	PRODUCTS/PROJECTS
Knowledge	Recall or location of specific bit of information	Label, locate, recite, state, select, draw, identify, write, name, recognize, memorize, describe, define, respond, absorb, remember, recognize, list, tell, repeat, know	Events, people, recordings, radio, newspapers, films, magazine articles, text readings, dictionaries, plays, definitions, tv shows,
Comprehension	Understanding of communicated material or information	Restate, paraphrase, match, illustrate, change, express, transform, convert, explain, defend, predict, distinguish, relate, generalize, infer, compare, extend, interpret, summarize	Speech, story, skit, own statement, tape recording, poster, cartoon, graph, collage, drama, diagram, conclusion or implication, summary, outline, model or representation, causal relationships, analogy
Application	Use of rules, concepts, principles, and theories in new situations	Apply, change, choose, solve, interpret, draw, model, modify, put together, paint, sketch, dramatize, report, collect, classify prepare, discover make, practice, employ, demonstrate, illustrate, show, report	Diagram, sculpture, photograph, illustration, list, drama, magazine, painting, solution, forecast, project, puzzle, meeting, cartoon, mobile, question
Analysis	Breaking down information into its parts	Analyze, classify, survey, examine, distinguish, infer, research, compare, contrast, investigate, select, categorize, construct, point out, contrast, differentiate, subdivide, separate, dissect, survey, organize	Questionnaire, parts of a propaganda, syllogism broken down, argument broken down, survey, model, conclusion, graph, report
Synthesis	Putting together of ideas into a new or unique product or plan	Combine, plan, invent, hypothesize, formulate, organize, originate, produce, design, create, develop, plan, compose, modify, imagine, propose, construct, add to, role play, what if	Experiment, story, report, rebus story, game, book, poem, play, article, invention
Evaluation	Judging the value of materials or ideas on the basis of set standards or criteria	Judge, dispute, form opinion, debate, apprise, compare, assess, critique, solve, evaluate, summarize, relate, consider	Conclusion, self-evaluation, editorial, court trial, survey, evaluation, reference, group consensus

Adapted from "Bloom's Taxonomy of Thinking Processes." *Languages and Children.* Curtain and Pesola, 1988 and *Taxonomy of Education Objectives: Cognitive Domain.* Bloom.

How do you use it?

High-order thinking skills are infused throughout the daily instruction. The teacher can modify the tasks and the questions to allow students to move from the most basic level of thinking to more advanced levels. Some sample questions may include the following:

Knowledge:
- Who are the characters in this book?
- Where is the story taking place?

Comprehension:
- Summarize the story.
- Predict what will happen next.

Application
- Change the ending of the story.
- Retell the story from another character's perspective.

Analysis:
- Compare and contrast this story with the corresponding one in the United States.
- Select and investigate a special aspect of the story.
- How do you know that?

Synthesis:
- If you were the main character, how would you have reacted to this situation?
- Hypothesize how the story would have been different if character D haD died early on.

Evaluation:
- Write a letter to the editor stating your reaction to a previously published story.
- Debate the pro's and con's of a selected topic.

What are the benefits?

- It helps students become aware of their mental processes.
- It helps students become better thinkers and learners.
- It helps students become open-minded.

INTERVIEW

What is it?

An interview is a strategy for gathering information. Formal and informal interviews can be part of the classroom. Informal interviews can be student- or teacher-led. Formal interviews such as the Oral Proficiency Interview (OPI) or the Simulated Oral Proficiency Interview (SOPI) require someone who has been trained and who is knowledgeable of the process.

The Oral Proficiency Interview is a formal interview; it is a direct speaking test geared at assessing a student level of speaking proficiency.

Another kind of formal interview is the Simulated Oral Proficiency Interview which is a semi-direct speaking test based on the oral proficiency interview. The SOPI consists of a tape with six different parts ranging from questions from a native speaker about simple personal background to more complex questions aimed at assessing the student's proficiency level.

How do you use it?

An informal interview can involve students preparing and asking a set of questions to others and then reporting their findings to the class.

The Oral Proficiency Interview is delivered by a trained interviewer. It is made up of several parts:

1. The *warm-up* phase is designed to put the student at ease and to get an indication of his/her level of speaking.
2. The *level check* is designed to look for the student's oral strengths.
3. The *probe* tries to find oral weaknesses.
4. The *wind-up* is the final portion of the interview. It gives the student a feeling of accomplishment and it ends the interview on a friendly note.

Effective interviewing involves a variety of questions such as either/or questions, "wh" questions, hypothetical questions, opinion questions. Another good technique to use is to have the student ask the questions, to role play, to use visuals during the conversation, and to involve the student in oral dictation.

What are the benefits?

- It provides an authentic setting for using the language.
- It develops the ability to think and interpret questions and answers.
- It develops organizational and planning skills.
- It develops listening comprehension skills.

KNOW, WANT-TO-KNOW, LEARNED (K-W-L)

What is it?

K-W-L is a strategy which provides a structure for listing what students already know (K) about a given topic, what they want to learn (W), and finally what they have learned (L) at the conclusion of the unit or lesson.

How do you use it?

Prior to reading a book, listening to a presentation, watching a film or a video, the teacher projects a chart with the following categories on the overhead/board/or flip chart.

KNOW	WANT-TO-KNOW	LEARNED

Teacher elicits individual responses for the category KNOW. Then proceeds to find out what students would like to learn about this specific topic. A list of the students' responses is entered in the WANT-TO-KNOW category. Finally, at the conclusion of the unit, students confirm the accuracy of what they have listed under KNOW, and they conclude by listing what they have learned in the LEARN category.

Students working alone, in pairs, or groups can fill the chart and share their chart with other groups in the class.

What are the benefits?

- It builds on previous knowledge.
- It provides a structure for learning.
- It fosters the development of predicting skills.
- It helps students construct meaning.

LANGUAGE EXPERIENCE APPROACH (LEA)

What is it?

An approach to learning to read in which a group of students' own words or short oral compositions are written down and used as material of instruction. The writing usually follows a shared experience.

How do you use it?

The teacher plans an experience which is going to be shared by the class (e.g., fixing crêpes). Once the activity is complete, students, in their own words, describe the experience which just took place. The teacher transcribes each child's statement immediately after it has been given, repeating the words while writing them on an overhead, on the board, or on a chart (students' names may be written next to the statements they make). The teacher includes commas, quotation marks, and other appropriate punctuation with each sentence. Together the class reads the story aloud. This text can serve as the basis for many subsequent activities such as sequencing and mini teaching of punctuation and accents. Students can then transcribe and illustrate the story in their own notebook and read it to one of their peers or family members.

What are the benefits?

- It engages the students in active learning.
- It provides an authentic experience for using the target language.
- It develops literacy skills.

LEARNING LOG

What is it?

A learning log is a journal designed to develop reflection and self-monitoring skills. It can be used with students to give them some personal control over their own learning. In learning logs, students communicate how and what they have understood about a concept or a unit of study. They record data and reflect on what they have learned, what they still have questions about, whether they found the material easy or hard, what part they enjoyed the most, what frustrated them, how the information connects to other areas, and what questions they still have.

How do you use it?

Students learn by describing their own learning processes. For example, in a foreign language class, students could conclude the lesson by entering the following in their learning log:

- Listing the key ideas and/or main points of the lesson
- Addressing what was easy or difficult and why
- Explaining how they will use that information

Other options involve the completion of statements such as those suggested by Fogarty and Bellanca (1987).

- One thing I'm excited about is...because...
- I hate it when... and when...
- This is like a movie I saw...because...

In their book *Evaluating Literacy*, Anthony, Johnson, Mickelson, and Preece recommend carefully suggesting prompts to help students become analytical about their "...own learning styles, approaches, strengths, preferences, and shortcomings." For example:

Preferences
The most interesting thing about... was...
My favorite part of the school day is when...
My favorite kind of question is the type that...
I prefer to work by myself on activities that...

Learning Styles and Strategies
When I have to do a project, the first thing I do is...
If I can, I try to avoid activities that...
I work best when...
When I don't understand something, I...

Strengths
I'm getting much better at...
One good question I asked (or thought of) today was...
One of the things I do best is...
I can help people in my class with...
I'm proud of the way I...

Areas in Need of Improvement
I need to work harder on...
I'm still not sure how to...
I need to get help with...
I wish I were better at...
The part I found the most difficult was...

Additionally, the authors recommend inviting the students to add prompts of their own.

The preceding section is an excerpt from *Learning to Write - Writing to Learn*, 1998, p. 101-102.

What are the benefits?

- Students understand and remember key ideas and concepts.
- Students have more time to process information when they use the logs. (This is especially beneficial for students who have special needs.)
- Teachers are able to determine if there is some confusion about information.

MINI-LESSON

What is it?

As the name implies, a mini-lesson is a five to ten-minute lesson designed to provide guidance to students as they are working on a project. During a mini-lesson, the teacher models a strategy or a technique that students can incorporate in their project and introduces or reinforces a concept needed for the assignment. Mini-lessons are usually whole class activities but can also be conducted with smaller targeted groups.

How is it used?

A mini-lesson can take place at any time during an activity as the teacher realizes that most students are experiencing difficulties with a particular language function, concept, or structure. For example, if students are making oral or written presentations about their family and are consistently misusing the phrase "she is X years old" the teacher may want to take the time to re-teach and re-emphasize the appropriate expression for telling someone's age. Once this is done, students resume work on their presentation. A mini-lesson can also take place at the beginning of a class to give students guidance and support. For example, if students are working on a project, the teacher can explain and point to resources that students can use on their project.

What are the benefits?

- It gives relevance to learning.
- It provides guidance for students.

MNEMONICS

What is it?

A mnemonic is a word or a phrase which provides a cue to the information to be remembered. An example would be "homes" for the Great Lakes (Huron, Ontario, Michigan, Erie, Superior).

How do you use it?

As a French teacher presents the passé composé with the verbs requiring "to be," he/she introduces the "Dr. and Ms. Vandertramp" phrase to help students recall the specific verbs requiring "to be".

DR. AND MS. VANDERTRAMP - (verbs requiring to be in the past tense) devenir, revenir, monter, sortir, venir, arriver, naître, descendre, entrer, retourner, tomber, rester, aller, mourir, partir.
BANGS -(adjectives placed in front of the nouns in French) B beauty, A age, N number, G goodness, S size.
WEIRDO - (subjunctive) W wishing, E emotion, I impersonal, R requests, D doubt, O ordering.
IN THE WORD - (subjunctive) I importance/impersonal expression, N necessity, T thinking, H hoping, E emotion, W wishing, O ordering, R requesting, D doubting.
DUWIT - (for the imperfect) D description, U used to, W was/were doing, I inside things (thoughts, hopes, feelings), T time.
CHEATED - (for the imperfect) C continuing action, H habitual action, E enduring action, A age, T time, E endless action, D description.

What are the benefits?

- It helps students remember information.

MULTIPLE INTELLIGENCES

What is it?

Gardner in his book *Frames of Mind* identifies many forms of intelligences. He also believes that each person is born with all the intelligences; however, because of a variety of factors, some intelligences grow strongly while others are weak. Gardner feels that our brain has many untapped capacities which are not developed by our traditional educational system and that all of us possess the ability to develop these intelligences. The eight intelligences identified by Gardner are:

- Verbal/Linguistic
- Logical/Mathematical
- Visual/Spatial
- Bodily/Kinesthetic
- Musical/Rhythmic
- Interpersonal
- Intrapersonal
- Naturalist/Physical World

There are a variety of activities which can be included in the instructional delivery to foster the development of the various intelligences.

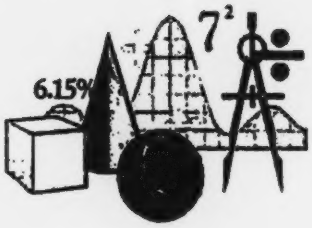
How do you use it?

Verbal/Linguistic Intelligence

Verbal/Linguistic students are good at reading and vocabulary. Following are some suggestions for working with these students:

- Include riddles, e.g., "Of the things in the world, I am the shortest and the longest, the fastest and the slowest I am the thing people waste the most. Yet they need me more than anything else. What am I?" (Answer: time).

- Play *What's My Line?* with figures from history.
- Teach concept mapping.
- Create crossword puzzles/word jumbles for vocabulary words using definitions rather than translation from English to the target language.
- Read stories, poetry, etc.
- Study a road map and give verbal directions to get someplace.
- Write instructions for doing something.
- Play *Jeopardy*.
- Listen to a piece of music and make up a story about it or describe a person matching music.
- Verbally describe an object while a partner draws it.
- Describe an emotion/mood and then play music it suggests.
- Write a set of directions for telling someone how to do something.
- Create an advertisement convincing people to purchase your product.



Logical/Mathematical Intelligence

Logical/Mathematical students do well with patterns, sequences, and graphic organizers. Following are some suggestions for working with logical/mathematical students:

- Compare and contrast different cultures/countries.
- Create time sequence charts.
- Predict what in the next decade will be based on the past.
- Create a sequence and have a partner find the pattern.
- Design classification charts.
- Predict what will happen in a story or a play.

- Create an outline.
- Use a story grid/skeleton, practice webbing, use graphic organizers.
- Do a Know-Wants to Know-Learned (KWL) goalsetting chart for a specific topic.
- Follow a recipe to make something.
- Learn different dance steps.
- Write a limerick.
- Create and describe a series of analogies (antonyms, quantity/size/physical dimensions, etc.).

Visual/Spatial Intelligence

Visual/Spatial students feel comfortable with mind mapping, color scheme, and pictures. Following are some suggestions for challenging the visual/spatial students.

- Make visual diagrams or illustrate words/concepts.
- Estimate measurements, by sight and touch.
- Do a survey of students' likes and dislikes and graph the results.
- Learn the metric system with visual equivalents.
- Create posters/flyers.
- Draw maps of different countries/regions.
- Use a map to get around an unfamiliar place or location.
- Color code flashcards by gender or parts of speech.
- Draw a map of your house without furniture and appliances. Write where the furniture goes.

Bodily/Kinesthetic Intelligence

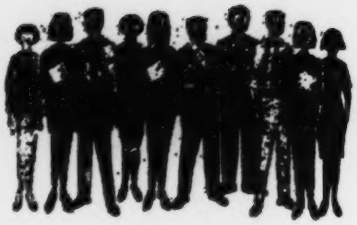
Students who are classified as Bodily/Kinesthetic enjoy drama, role playing, and body language. They respond well to activities such as the following.

- Line up by birth date/height, etc.
- Perform or create dramas.
- Hold a costume day or have beauty contest.
- Act out a story you are studying.
- Create the rotation of planets with the class when studying the solar system.
- Learn a folk dance from another culture.
- Use gestures associated with another culture.
- Simulate going shopping using currency from another country.
- Study body language from different cultural situations.
- Make a body map.
- Describe and explain several of America's most common gestures to someone from another country.

Musical/Rhythmic Intelligence

Musical/Rhythmic students thrive with rhythmic patterns and singing. Following are some activities addressing their preferred intelligence.

- Use different kinds of music for different kinds of writing.
- Create songs/raps to teach certain concepts, have the students create their own.
- Illustrate a poem/story with appropriate music/sounds.
- Listen to music, sing songs from different cultures.
- Write the words to a rap.



Interpesonal Intelligence

Interpersonal students work well with other people. They enjoy cooperative learning and group projects. They do well in activities such as the following ones.

- Involve students in cooperative learning such as jigsaw to teach a specific topic.
- Role play.
- Solve problems in a group.
- Include the "each one, teach one" learning strategy.
- Use a human graph to see where people stand on some issues.
- Experiment with joint story writing.
- Assign group projects.
- Create scenarios for culture shock.
- Brainstorm possibilities and prioritize ways to overcome the ugly American syndrome.
- Learn to read different maps then teach others how to understand them.
- Learn a new dance and teach it to someone else.
- Collectively rewrite a story.

Intrapersonal Intelligence

Intrapersonal students are more comfortable when working alone, they engage in introspection with frequency and resort often to thinking strategies. Following is a list of activities which appeal to the intrapersonal learner.

- Keep a journal or a dialog journal.
- Write an autobiographical essay such as "My life to Date."
- Write a poem: "Who am I?"
- List criteria of your ideal country/climate and find it on a map.
- Rewrite a story taking the role of one of the characters.
- In a thinking log, record your reaction to learning that just occurred.

Naturalist/Physical World Intelligence

Students with this intelligence excel at observing, classifying, and appreciating the world around them. They prefer activities which relate learning with the physical world such as the following:

- Forecast and predict weather conditions.
- Plant a seed and watch it grow.
- Observe and watch events in nature.
- Discover and uncover.

- Sort and classify animals.
- Display.
- Photograph examples of flora and fauna.
- Build environments.

PAIR ACTIVITY

What is it?

Activity involving oral or written communication between two students.

A specific pair activity is called the combining arrangement technique or the information gap activity. In this activity both partners A and B have different information that the other needs to complete a task. Because of this, each student must communicate his/her information to the other so that all the information can be combined to complete a task.

How do you use it?

An example of a combined arrangement/information gap activity follows: In each pair, partner A has a sheet of paper with fifty simple numbered pictures on it. Partner B has a similar sheet except that about half of his/her pictures are the same as A and the other half are different. A and B face each other without seeing their partner's sheet. A begins by describing item 1. B listens, asks questions and decides if his/her picture is the same or different from the one described. If it is the same, he/she says "same" and both A and B write S next to item 1. If the picture is different he/she says "different" and both A and B write D next to the item. Next, B begins with item 2 while A listens. Each pair works through the items this way. When all the items have been completed, A and B compare their pictures to see if their answers were correct.

Curtain and Pesola suggests the following activity for elementary students. Partner A has a paper depicting color arrangement of blocks. Partner B has the blocks and has to place them in the order specified by his/her partner. Compare blocks to paper placement when finished.

Guidelines for conducting pair activities

- Prime the students with the target language they need to accomplish the activity.
- Explain directions so that students know exactly what is expected of them at every step.

- Set reasonable time limits (3-4 min. average). Use a timer, buzzer, flick of the lights to signal the end of the activity.
- Have a strategy for grouping students.
- Have a built-in indicator for taking turns (asterisks on the sheet, flick of the lights, music playing, etc.).
- Circulate and facilitate.
- Hold students accountable for their pair work by evaluating the students' work and by eliciting feedback at the end of the activity. In addition, conduct formal assessment resembling the original task.

What are the benefits?

- It increases the amount of time students are actively engaged in the target language.
- It duplicates authentic communication.
- It provides a non-threatening environment, therefore, increasing self confidence.
- It promotes cooperation rather than competition among students.
- It motivates students.
- It improves the students language skills.
- It frees the teacher to circulate and help those who need it.

PATTERN STORY

What is it?

A pattern story is a story characterized by predictable story lines and the repetition of phrases and rhythm and/or rhyme which enable students to make predictions about content. Pattern stories are especially effective with beginning readers and writers but are not limited to them. More advanced students could easily read and write pattern stories dealing with "My parents do not want me to...."

How do you use it?

Teacher selects a pattern story for reading to the class. He/she reads the story to the students who can chime in with the appropriate text. When the text is simple and the visuals support the text, students may be able to chime in at the first reading as would be the case in the story *Grandpa* with the following text: " When he sleeps, he SLEEPS. When he eats, he EATS, etc." In the case of more sophisticated stories, students may be exposed to the story several times before they can be expected to supply some of the text orally. Pattern stories can also be used as prompts for students who have to provide additional sentences (orally or in writing) using the pattern.

What are the benefits?

- It develops predicting skills.
- It develops reading skills in beginning readers.

PEER JOURNAL

What is it?

A peer journal is a variation of a dialogue journal shared by two students. The interactive journal is centered around prompts designed to elicit language and opinions.

How do you use it?

Teacher divides the class in two groups A and B. Students in group A are given a prompt to write about, while students in group B are engaged in some other kind of activity. Once both groups are finished, the whole class engages in an activity related to the prompt. This activity is designed to elicit language and to discuss the issues related to the prompt. The following day, the group B students read their partner's initial input and react to it in writing.

What are the benefits?

- It gives relevance to the language.
- It encourages the development of higher order thinking skills.
- It fosters the development of reading and writing skills.

REBUS STORY

What is it?

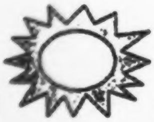
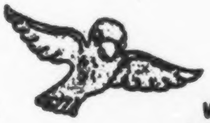
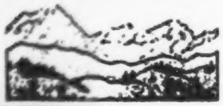
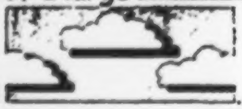
A rebus story is a story in which some words are deleted and are instead replaced by drawings representing the missing words. It is used for reading and writing purposes.

How do you use it?

Rebus stories are used to invite students to read even when the story includes some words they know orally but not in writing. Rebus stories are especially useful as whole class activities with students supplying orally the missing words.

Rebus stories can also be used when students write brief messages but may not know some of the words in the target language. In that event, students substitute the words by the equivalent graphic representations.

Sample:

One bright and  day, a little  was flying over the top of a large  when he saw a big high up in the .......

What are the benefits?

- It encourages the development of reading and writing skills.
- It gives students a sense of accomplishment at being able to read a more "difficult" text.
- It develops thinking skills.

SCAVENGER HUNT

What is it?

A scavenger hunt is an activity which directs students to locate a series of items. Some scavenger hunts can be structured to require students to perform certain actions at different stages of the hunt.

How do you use it?

Students can work alone or in groups. For example, at the beginning of the school year, students can explore their textbook in a creative way. They could be asked: "What will you find at the beginning of each chapter? What is the last entry in the index? How is the word 'proficiency' defined in the glossary?" etc. Other possibilities involve finding certain objects hidden in the classroom or in the school (locate a fiction book by a Spanish/ French/German author in the library, introducing yourself in the target language to your guidance counselor, locating the posted menu in the target language and finding the entrees for the day, reading and solving the riddle in the target language, etc). Finally, with the Internet, students could be asked to locate addresses for certain cities, events, hotels, exchange rates, etc.

What are the benefits?

- It involves students in active learning.
- It helps develop reading comprehension.
- It motivates students.

SPONGE ACTIVITY

What is it?

A sponge activity is a brief filler activity (30 sec. to 4 min.) which takes place when students are settling down in class, when the roll is being taken, when students are finished with certain assignments, or at the end of class. Sponge activities provide well-designed practice of previously learned material. They can be divided into the following five types: 1) say to yourself; 2) say to a neighbor; 3) say in chorus; 4) write a brief response; and 5) signal.

How is it used?

At the designated time, students are given one of the following activities to complete.

1. *Say to yourself* - these activities call for an overt response after the thinking has taken place. For example, "While I am passing out the papers, look at this poster and say to yourself three sentences describing what you see."
2. *Say to your neighbor* - this kind of activity involves a peer; therefore, allowing peer monitoring and correction. One example could be: "Name a room in the house. Have your partner name the furniture. Then switch roles."
3. *Say in chorus* - this activity allows shyer students to hear and articulate responses in a non-threatening environment. Some examples could be: "Count by fives as high as you can go" or "Say the months of the year forwards and backwards."
4. *Write a brief response* - this activity affords an opportunity of self-correction. "Name everything that could fit in the palm of your hand. List everything green. Use as many of the words listed on the board to make a sentence. Name everything you can do with a clothes hanger."
5. *Signal* - this activity asks students either to be ready to signal or to indicate by the number of fingers held up how many responses they can give. For example, the teacher may say, "Using your fingers, show me the number of characteristics of an epic poem you can describe." (Newsletter 28, The Northeast Conference on the Teaching of Foreign Languages, 1990.)

What are the benefits?

- It keeps students on task.
- It motivates students.
- It develops creative thinking.
- It helps them see relationships.
- It helps them review vocabulary.

STORY TELLING AND RETELLING

What is it?

Story telling and retelling is an all-purpose strategy which involves students telling or retelling a story, as they remember it, in the target language.

How do you use it?

The teacher locates stories relevant to the language studied. The teacher (or a student) tells or reads the story to the students who retell the story in their own words. At the elementary level, several tellings/readings of the story will be necessary before engaging students in this activity. The telling or reading of the story is not limited to the teacher; students can work alone, in small groups or pairs to read a selected story.

Beginning readers benefit from: 1) stories which are repetitive and which use words and phrases that occur regularly; 2) stories which lend themselves to dramatization; and 3) stories which lend themselves to use of visuals to illustrate the content (Curtain and Pesola, 1994).

What are the benefits?

- It provides practice in a range of literacy skills in the target language including listening, speaking, reading, writing, comparing, matching, remembering, comprehending information.
- It provides an opportunity for students to use the target language.
- It personalizes language learning.
- It allows students to connect language and literature to its social and historical context.

(*Florida Curriculum Framework*, p. 118)

TOTAL PHYSICAL RESPONSE (TPR)

What is it?

Total Physical Response (TPR) is a strategy which uses commands to interact with students. Students demonstrate their understanding of the command by physically performing it.

How do you use it?

Teacher calls out a command such as "Point to your ear," or " Pick up your book and place it under your chair." Students perform the command by doing what is directed of them. They are not expected to respond orally until they are ready to do so. Even though TPR is very successful with early language learners, it can be adapted for use with more advanced students. For TPR to be effective, teachers must ensure that students will not be embarrassed by the commands they hear.

What are the benefits?

- It engages the students in active listening.
- It involves the students in active learning and participating.
- It develops listening comprehension.
- It reflects authentic language.

WHOLE LANGUAGE APPROACH

What is it?

Whole language is a philosophy of learning and teaching that is holistic and student-centered. Instead of taking language apart by letters, words, sounds, and skills, it keeps language whole and within a context reflecting real situations (Goodman 1987). With whole language, the language is functional and meaningful to the learner.

Characteristics of whole language:

- It treats language instruction as a natural developmental process.
- It uses authentic, purposeful, real-life and student-generated materials.
- It emphasizes the use of literature.
- It integrates instruction across content areas.
- It is student-centered.
- It uses thematic units.
- It focuses on process rather than product.
- It encourages students to be active participants in their own learning.
- It aims to foster enthusiasm for learning in general and for the use of language in particular.

How do you use it?

There are many whole language activities which can take place in the classroom, some examples follow:

- Uninterrupted sustained silent reading.
- Response journals and learning logs.
- Language experience approach.
- Shared book experience.
- Reader response activities.
- Pattern writing.
- Big books.
- Conferences.

In a foreign language class, some existing conditions promote the development of whole language.

- The students are surrounded by language from the moment they enter the classroom.

- The language is demonstrated by skilled users.
- There is an expectation that language learning is natural and not difficult.
- The responsibility for learning the language rests with the students.
- Approximations and generalizations are viewed as natural occurrences in language learning.
- The students have time and opportunity to practice language in a functional, realistic setting.
- The students are given positive reinforcement for their efforts.

(*English and Reading Education News,* Spring 1989.)

What are the benefits?

- Students learn the language by using it.
- The language remains functional.
- It helps students acquire reading skills and strategies directly and indirectly.
- It is student-centered.
- It creates a literate environment.
- It provides a variety of reading and writing experiences.
- It encourages social interaction, decision-making, and risk-taking.

Elementary Sample Lessons

SAMPLE LESSONS

About the Sample Lessons

This section includes sample lessons submitted by North Carolina elementary, middle, and high school foreign language teachers. The lessons are samples activities and/or projects which address more than one goal and objective from the *Second Language Standard Course of Study*. Some lessons are language specific (French, German, Japanese, and Spanish) while others are generic. While language-specific lessons are especially useful to teachers of that language, they should not be overlooked by teachers of other languages who will be able to adapt them to their own language. The same recommendation is applicable to lessons addressing specific language levels which can also be modified for use with students at different levels of language development. Teachers are encouraged to adapt the sample lessons to meet the interests of their students, to fit their different language levels, and to match their preferred learning styles.

Organization of the Sample Lessons

The sample lessons are arranged according to levels, beginning with lessons for elementary school students at K-2 and 3-5, progressing to sample lessons for middle school students in Beginning, Continuing, and Exploratory Programs, continuing with high school lessons for Levels I,II, III, IV, and concluding with 2 lessons applicable to all levels. Each grouping is preceded by and index table and a chart showing the lesson relationship to specific goals in the curriculum.

Lesson Format

All the lessons include the same information: Language(s), Level, Time Needed, Targeted Goals and Objectives from the Standard Course of Study, Lesson Objectives, Materials Needed, Procedure, Assessment, and Reflections and Comments. An additional section called Teacher's Notes is reserved for the reader's personal notes.

Elementary Sample Lessons

Kindergarten
Head, Stomach, and Feet
Playing With Colors and Math
Color Patterning and Graphing

Grade 1
What Is a Frog?
Where Do Frogs Live?
A "Froggy" Performance
A Snowy Day

Grade 2
Parts of a Plant
Plant Life Cycles/What Parts Do You Eat?
Plant a Radish Garden
Where Are the Doors and Windows of the House?
Geometric Shapes, Sequences, and Patterns

Grade 3
Food
Moving With the Animals
Rocks

Grade 4
In the Community
Family Tree
Comparison of Cherokee and Aztec People and Cultures
North Carolina and Mexico

Grade 5
"Chocolate - Molinillo"
International Money
Hurricane
French Heritage in North America
Strategies to Use for Writing

Elementary Lessons

Goals	1	2	3	4	5	6	7
Head, Stomach, and Feet Kindergarten	x	x				x	x
Playing with Colors and Math Kindergarten	x	x	x	x	x	x	x
Color Patterning and Graphing Kindergarten	x	x				x	x
What Is a Frog? Grade 1	x	x	x	x	x	x	x
Where Do Frogs Live? Grade 1	x	x	x			x	
A Froggy Performance Grade 1	x		x				x
A Snowy Day - Grade 1	x	x	x			x	
Parts of a Plant - Grade 2		x	x			x	
Plant Life Cycles - Grade 2	x	x				x	
Plant a Radish Garden - Grade 2	x	x		x		x	
Where Are the Doors and the Windows of the House? Grade 2		x					
Geometric Shapes, Sequences, and Patterns - Grade 2	x	x	x			x	
Food - Grade 3	x	x	x			x	
Moving with the Animals Grade 3	x	x					
Rocks - Grade 3							
In the Community - Grade 4	x	x	x			x	
Family Tree - Grade 4	x	x					

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Comparison of Cherokee and Aztec People and Cultures - Grade 4	x	x	x	x	x	x	x
North Carolina and Mexico - Grade 4	x	x	x	x		x	x
Chocolate - Molinillo Grade 5	x	x	x	x	x	x	x
International Money Grade 5	x	x	x	x	x	x	
Hurricane - Grade 5	x	x	x			x	
French Heritage in North America - Grade 5	x	x	x	x	x	x	
Strategies to Use for Writing - Grade 5	x		x			x	x

Head, Stomach, and Feet

By Marta McLeod, Union County and Laura Fieregrino, Wake County

Language(s): All **Level:** Kindergarten

Time Needed: 25 minutes

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 1 - Interpersonal Communication

1.01 Use basic words and short memorized phrases during oral interactions.

1.03 Ask and answer simple questions orally.

1.05 Exchange personal information orally with the teacher.

Goal 2 - Interpretive Communication

2.01 Demonstrate understanding of every day spoken words and phrases when accompanied by visual clues and/or props.

2.03 Follow oral directions and commands.

2.04 Demonstrate understanding of spoken key words in a variety of materials (e.g., songs, short narratives, simple poems, rhymes, and cartoons).

2.05 Interpret phrases presented with accompanying gestures, intonations, and other visual or auditory cues.

Goal 3 - Presentational Communication

3.01 Name people, places and things using simple words and phrases.

3.02 Recite simple poetry and sing songs.

Goal 6 -Connections

6.01 Demonstrate understanding and apply information and skills that are common to foreign language instruction and the kindergarten class.

6.02 Recognize and apply learning strategies and processes from other disciplines.

Goal 7 - Communities

7.02 Share knowledge of the target language and cultures with others.

Lesson Objective(s):

The student will be able to name body parts (head, stomach, feet) and will be able to use successfully the sentence "I have" with the correct number of head, stomach, or feet.

Materials Needed:

- 2 blank laminated poster boards.
- 1 pack of Sesame Street color cards that show 3 body parts (available in most drugstores, K-mart, etc.) or teacher-made cards with head on one, stomach, feet. Need 3 characters, "Note/response card" for assessment.

Procedure:

- Teacher introduces head, stomach, and feet and encourages students to repeat along with her.

- Students stand up and are led in a TPR activity focusing on vocabulary. Students sit down again.

- Teacher brings out assortment of Sesame Street cards of 3 characters' body parts. (These cards have been attached in random assortment to a laminated poster.)

- Teacher asks who the characters are. Teacher now leads students in a classifying activity of all the heads (placed horizontally on a second laminated poster), all the stomachs, and all the feet. At this point the body parts are in the proper sequence.

  Please note that this basic classifying activity is only one of many different possible activities which can develop out of a mix up and resorting the body part cards.

- Teacher brings out a doll of Ernie and says, "Ernie says, 'I have one head. I have one stomach. I have two feet.' " Teacher points to herself and says, "Teacher says, 'I have one head,' " etc.

- Teacher has one child stand up and says, "Child says, 'I have...' " etc.

- Teacher continues the verbal interaction until the children can supply the number of body parts or complete sentence.

- To complete the lesson, teacher introduces children to a teacher-created rhythmic chant or song using the above three sentences.

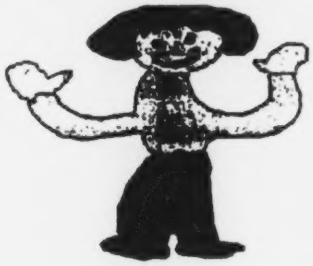
Assessment:

Students take home a note for parents to sign attesting that the child has performed the rhythmic chant. Children return the note to the teacher.

Reflections and Comments:

As an extension, teachers can move on to hands and fingers. Teach children that in the Spanish and French cultures, people have 20 "fingers" rather than 10 fingers and 10 toes.

Response cards can be made by children on a second lesson. Give them one small square of paper. Children will draw a full figure of themselves that show head, stomach, and feet. At the bottom, a sentence reads: My child has performed the chant about body parts.
Signed: ________



My child has performed the chant about body parts.

Signed: _______________

Teacher's Notes:

Playing with Colors and Math

By Marta McLeod, Union County and Laura Feregrino, Wake County

Language(s): All **Level:** Kindergarten

Time Needed: 25 minutes

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 1 - Interpersonal Communication

- 1.02 Use basic words and short memorized phrases during oral interactions.
- 1.03 Ask and answer simple questions orally.
- 1.04 Share likes and dislikes, feelings and emotions orally.
- 1.05 Exchange personal information orally with the teacher.

Goal 2 - Interpretive Communication

- 2.01 Demonstrate understanding of every day spoken words and phrases when accompanied by visual clues and/or props.
- 2.02 Demonstrate understanding of statements about the immediate environment and needs.
- 2.03 Follow oral directions and commands.
- 2.04 Demonstrate understanding of spoken key words in a variety of materials (e.g., songs, short narratives, simple poems, rhymes, and cartoons).
- 2.05 Interpret phrases presented with accompanying gestures, intonations, and other visual or auditory cues.

Goal 3 - Presentational Communication

- 3.01 Name people, places and things using simple words and phrases.

Goal 4 - Cultures

- 4.02 Learn age-appropriate songs, rhymes, dances, and games of children in the target cultures (in extension activities).

Goal 5 - Comparisons

5.02 Identify similarities and differences of tangible products (e.g., toys, sports, equipment, food) of the target cultures and his/her own.

Goal 6 -Connections

6.01 Demonstrate understanding and apply information and skills that are common to foreign language instruction and the kindergarten class.

6.02 Recognize and apply learning strategies and processes from other disciplines.

Goal 7 - Communities

7.02 Share knowledge of the target language and cultures with others.

Lesson Objective(s):

Students will be able to identify, classify, tally, count and compare color preferences of apples.

Materials Needed:

1. A covered basket is nice.
2. One or more plastic and/or real apples in red, yellow, and green (various sizes).
3. Small paper cut outs of apples in the three colors for student voting.
4. Three larger paper cutouts of apples (1 of each color) to be used for graph heading.
5. Any pictures of apples in 3 colors.
6. Two sheets of graph paper with graph lines already drawn.

For student classifying. Attach larger apple cut outs here in top three slots.

To be used for tally count voting

	Mrs. X Class	Mrs. Y Class	Mrs. Z Class	Mrs. Etc.	Etc.	Etc.
🍎						
🍎						
🍎						

Procedure:

- Teacher will quickly review previously learned numbers and colors. If teacher has a basket, pull out pictures of apples in different colors to review.

- Teacher introduces apples and starts verbal interaction with children about:
  1. size of apples in the basket
  2. are apples plastic or real
  3. colors of apples
  4. how many total in the basket
  5. how many of each color, etc.

- Teacher initiates classifying activity, places large red apple at the top of the chart, continues with yellow and green.

- Teacher has the children in circle on floor and puts poster on the floor.

- Teacher passes basket around to various students who can reach and select an apple (real, plastic, picture, or cut out) and classify it according to color.

- Teacher introduces "I like" and models "I like the red (one). I like the yellow (one)" etc. and solicits preferences from children.

- Teacher takes a tally count of all individual children's preferences who like red. Children for red raise their hand. As each child says "I like red," the teacher makes tally mark. After all red are tallied, proceed to yellow then green. Then, as a class, count the results.

- Students compare results at end to see which apple won. (This tally count will be continued in all the kindergarten classes. When complete display poster in hall.)

Assessment:

On-going observation of students. Student responses used for classifying and tallying.

Reflections and Comments:

- Teach the children a song, dance, game, or short poem related to apples (e.g., French *Pomme de Reinette*).

- Share with children that in some countries of the target language, a variety of apples (red/yellow/green) may not exist (e.g., no green apples in Argentina).

Teacher's Notes:

Color Patterning and Graphing

By Marta McLeod, Union County and Laura Feregrino, Wake County

Language(s): All **Level:** Kindergarten

Time Needed: 25 minutes

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 1 - Interpersonal Communication

1.01 Interact using greetings, farewells, and expressions of courtesy.
1.03 Ask and answer simple questions orally.
1.04 Share likes and dislikes, feelings and emotions orally.
1.05 Exchange personal information orally with the teacher.

Goal 2 - Interpretive Communication

2.01 Demonstrate understanding of every day spoken words and phrases when accompanied by visual clues and/or props.
2.02 Demonstrate understanding of statements about the immediate environment and needs.
2.03 Follow oral directions and commands.
2.04 Demonstrate understanding of spoken key words in a variety of materials (e.g., songs, short narratives, simple poems, rhymes, cartoons).
2.05 Interpret phrases presented with accompanied gestures, intonations, and other visuals or auditory cues.

Goal 3 - Presentational Communication

3.01 Name people, places, and things using simple words and phrases.

Goal 6 - Connections

6.01 Demonstrate understanding and apply information and skills that are common to foreign language instruction and the kindergarten class.

6.02 Recognize and apply learning strategies and processes from other disciplines.

6.03 Develop learning strategies in the target language which can be used in other disciplines.

Goal 7 - Communities

7.02 Share knowledge of the target language and cultures with others.

Lesson Objective(s):

Students will be able to make patterns and will create a pictograph of their apple preference related to color.

Materials Needed:

- Plastic apples in red, yellow, and green.
- 8 1/2 by 11 xeroxes of small squares with an apple already drawn for students to color according to their preference.
- A graph on bulletin board paper with the graph grid drawn.
- Enough packets (zip lock bags) of cut-out apples (2 apples/color) for each student.

For pictograph on bulletin board paper.

🍎 (red)						
🍎 (yellow)						
🍎 (green)						

Enough grids for individual "votes"

 Child's name:	 Child's name:
 Child's name:	 Child's name:

8 1/2 by 11 = 4 votes

Procedure:

- Review apple and 3 colors when taking plastic and real apples out of a basket.

- Show children a zip lock packet that contains 6 apple cut outs and interact with children with simple questions about the content of the packet. "How many apples are there?" "What size are they?" "What color are they?"

- Teacher models an "AB" pattern, for example: red (A), yellow (B), red (A), yellow (B). Repeat other examples of AB pattern with the other two colors until students grasp the concept. Solicit what comes next from the students "A, B, A, ?"

- Teacher now asks students for other AB patterns. Students come to the board and show AB patterns to the class.

- Next, once students have mastered the AB pattern, teacher goes to an "AAB" pattern and repeats the steps as outlined above. Next go to "ABB" pattern and repeat as needed. Finally, use an "ABC" pattern and ask what comes after ABC? Those kinds of patterning can be used with a variety of other contexts.

- At this point, teacher hands out packets to students. Students, led by the teacher, are instructed to count out loud all apples in unison.
- Teacher now has students put red apples in a row, then yellow, then green.
- Teacher begins an "AB" pattern on the board and then asks students to complete the pattern using their own packets. Teacher continues the guided practice as above.
- Finally, children pair up with a partner and create an "ABC" pattern using their combined 12 apples.
- Teacher may select, as time allows, pairs of students to present their patterns to the class.
- Teacher explains the pictograph to the class. Students color an apple square the color of their preference, put their names on the square, and attach it to the 8 1/2 by 11 grid.
- Sheets of apple squares will be left with the classroom teacher so that students can complete the activity before the next second language class.
- Pictograph is displayed in the hallway.

Assessment:

On-going teacher observation. Pair presentation of pattern. Pictograph itself.

Reflections and Comments:

Use available school software programs to provide additional practice in patterning and colors, e.g., Kid Pix, The Graph Club.

Teacher's Notes:

What Is a Frog?

By Laura Feregrino, Wake County

Language(s): Spanish, French **Level:** Grade 1 (and through grade 5)

Time Needed: 20 - 25 min.

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study: Grade 1 Goals and Objectives

Goal 1 - Interpersonal Communication

1.02 Use basic words and short memorized phrases during oral interactions.
1.03 Ask and answer simple questions orally.
1.04 Share likes and dislikes, feelings and emotions orally.
1.05 Exchange personal information orally with the teacher.

Goal 2 - Interpretive Communication

2.01 Demonstrate understanding of every day spoken words and phrases when accompanied by visual clues and/or props.
2.02 Demonstrate understanding of statements about the immediate environment and needs.
2.03 Follow oral directions and commands.
2.05 Interpret phrases presented with accompanied gestures, intonations, and other visuals or auditory cues.

Goal 3 - Presentational Communication

3.01 Name and describe orally people, places, and things using simple words and phrases.
3.03 Give oral commands.

Goal 4 - Cultures

4.05 Explore practices and perspectives of contemporary life in the target cultures through print, non-print, and/or electronic materials and cultural artifacts.

Goal 6 - Connections

6.01 Demonstrate understanding and apply information and skills that are common to foreign language instruction and the kindergarten class.

Goal 7 - Communities

7.02 Share knowledge of the target language and cultures with others.

7.03 Greet people of other cultures in the target language using culturally appropriate behaviors.

7.04 Visit places in person or via the technology which provide opportunities to use the target language and/or experience the target cultures.

Lesson Objective(s):

Students will be able to review vocabulary for several animals that they have already learned. They will be introduced to the frog and its physical characteristics, the "coqui" and Puerto Rico. They will review basic body parts. They will review "I have, I want, and it has."

Materials Needed:

- Sounds of a common frog on audio tape or CD. (I taped mine off of my computer encyclopedia). Sounds of the "coqui." (I got this tape from a teacher from Puerto Rico).

- Picture of a "coqui" (and map of western hemisphere for upper elementary grades). Pictures/illustrations of animals to be reviewed. (Make sure one of the animals is a bird.)

- A large teacher-created full body illustration of a frog. (Make this on poster board and then cut it into sections of a head, torso, four legs. My illustration was adapted from computer encyclopedia drawing. Cut out two separate eyes, a mouth and a very long tongue. These various parts should be attached in random fashion onto another board with masking tape for later removal by the students).

- A blank laminated poster board. Various rubber-made or stuffed toy frogs in a sack or bag.

Procedure:

- Show pictures of learned animals and review vocabulary of those animals. Show students closed sack of frogs and ask them to guess what is inside.

- Prompt students to use complete sentences such as, "it's a ......;" or "I have a.....;" according to what you have already worked on in class. Give the students a hint and let them hear the frog tape.

- Next, take out one of the rubber frogs from the sack and introduce target word for frog. As students repeat new target word, alone or combined with e.g. "I want the frog," they may have a chance at pulling out a frog from sack.

- Transition to body parts and encourage students to say "The frog has a head. The frog has a stomach. The frog has four legs, etc.," reviewing learned body parts. Show students the board with random frog parts on it. Students should be prompted to say, "I want the... (plus body part)." They then detach the head part and place it on the blank poster board. After all parts have been reassembled, ask the students if the work is right. Many times the back legs are confused with the front legs. To close lesson, play tape of "coqui." Children will say the sound is of a bird. Show them picture of "coqui" and explain that this tree frog lives only on the island of Puerto Rico.

Assessment:

Students will demonstrate understanding and mastery through their conversational interaction with teacher and specifically in the body assembly activity at end.

Reflections and Comments:

Extension: Visit a frog website. If classroom is equipped with TV-computer hookup and school is on-line, find a basic frog website. As frog images appear, teacher can lead student discussion of "what do you see?" e.g., "I see a green frog."I see a small blue frog with very big eyes and orange feet. Color, size, number and body parts can be reviewed. Revisit the site after habitats and continents have been learned to elicit further conversation about where a certain frog might live.

NB - this lesson was created for 1st grade but could be adapted for grades 2-5).

Teacher's Notes:

Where do Frogs Live?

By Laura Feregrino, Wake County

Language(s): Spanish, French **Level:** Grade 1 (and through grade 5)

Time Needed: 20-25 min.

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study: Grade 1 Goals and Objectives

Goal 1 - Interpersonal Communication

1.02 Interact using greetings, farewells, and expressions of courtesy.
1.03 Ask and answer simple questions orally.
1.04 Share likes and dislikes, feelings and emotions orally.
1.05 Exchange personal information orally with the teacher.

Goal 2 - Interpretive Communication

2.01 Demonstrate understanding of every day spoken words and phrases when accompanied by visual clues and/or props.
2.02 Demonstrate understanding of statements about the immediate environment and needs.
2.03 Follow oral directions and commands.
2.04 Demonstrate understanding of spoken key words in a variety of materials (e.g., songs, short narratives, simple poems, rhymes, cartoons).
2.05 Interpret phrases presented with accompanied gestures, intonations, and other visuals or auditory cues.

Goal 3 - Presentational Communication

3.01 Name and describe orally people, places, and things using simple words and phrases.
3.03 Give oral commands.

Goal 6 - Connections

6.01 Demonstrate understanding and apply information and skills that are common to foreign language instruction and the kindergarten class.

Lesson Objective(s):

Students will review family members. They will be able to say "I live" and the habitats of the frog. They will review "I like/don't like."

Materials Needed:

Seven illustrations of frogs which will represent a frog family including: mother, father, brother, sister, grandmother, grandfather and baby. These may be teacher created illustrations or photographs, but with characteristics added on each picture to indicate family member e.g., father has a top hat; mother has a sun hat with flowers; sister has braids. Also need photos or drawn illustrations of a rain forest, a desert, a swamp, a pond, and an ocean. For ease of use, attach a piece of yarn to top of illustration to fit around neck of student so it can be worn.

Procedure:

- Show frog family pictures and review member names with students (e.g., teacher may hide one and students guess).

- Transition to "I live." Teacher will tell the students, "I live in Cary. I don't live in Raleigh. I don't live in Garner etc." Questioning the students, solicit from them where they live. Go back to frog family and ask, "Does the frog live in the ocean? No, the frog lives in..."

- Teacher states name of each habitat while holding up picture of that habitat. Teacher introduces a gesture for each habitat (e.g., an indication of intense heat for the desert or a spooky waving of hands for the swamp). Repeat habitat words and gestures until students are repeating easily the word and the gesture.

- Call four leaders to the front. Each will be a leader of a habitat, wear habitat picture and lead rest of class in making appropriate gesture. Drill and play with words of habitats.

- Now call on another child who will select and hold a family member (of student's choice). Teacher asks, "Who do you have?" Prompt student to answer in full sentence, "I have mother." Teacher says, "Mother frog says, I like the rain forest, the desert, the swamp or the pond?" Student should select a habitat, place the frog on that habitat still being held by the first four leaders and student should be prompted to say, "I like the (whatever habitat selected)."

- Proceed with other students for remaining family members.

- After all family members have been attached to a habitat, count how many frogs are on each habitat. Students are always eager to see which habitat "won." As time allows, or if this lesson spills over to a second time period, discussion can follow with teacher asking, "Does Mother say, I like the desert?" Students will be prompted to answer, "No, Mother says, I don't like the desert, I like the rain forest." And so on.

- At close of class, students can be further involved by selecting a family member and saying, "goodbye, Mother," "goodbye, rain forest," etc. until all materials have been put away.

Assessment:

Throughout the lesson, questions and prompts are volleyed back and forth between teacher and students, enabling the teacher to assess level of mastery. The gestures drill gives a quick teacher eye view of mastery as well. And in the assigning of habitat, all the students seem to get involved in where to place the family as they tell each other, "no, not the pond, put father in the swamp...etc."

Reflections and Comments:

This lesson was intended and used primarily for first graders who were visited by me two times a week in their classroom. Lesson could be adapted for grades 2-5. The choice of frogs and frog habitats was dictated by the students' own classroom curriculum of a long unit on frogs and toads, followed by a unit on environments. The lesson naturally includes science but also includes social studies and math concepts of counting and classifying. The technique of combining two groups of data, in this case family member names and habitats, could be applied easily to teaching other animals or any other groups of vocabulary and information the teacher is working on.

Extension: Goal 4 (4.05) and Goal 5 (5.02). Look for frogs and their habitats around the world. Lesson or lessons to follow would include a review or an introduction of continents. Target countries would be focused on and comparison of landforms addressed.

Teacher's Notes:

"A Froggy Performance"

By Laura Feregrino, Wake County

Language(s): Spanish, French **Level:** Grades 1, 2, or 3

Time Needed: 20 min. (learn and practice)

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study: Grade 1 Goals and Objectives

Goal 1 - Interpersonal Communication

1.04 Share likes and dislikes, feelings and emotions orally.

Goal 3 - Presentational Communication

3.02 Recite simple poetry and sing songs.

Goal 7 - Communities

7.01 Perform and/or participate in a school or community celebration.

Lesson Objective(s):

The students will be able to display knowledge acquired in a previous lesson in the second language classroom through a song and dance performance for the school/PTA community.

Materials Needed:

Large cut out illustrations of frog family members with yarn attached at top so they can be worn by students. Large illustrations of frog habitats: desert, pond, swamp and rain forest, with yarn attached for wearing as well.

Procedure:

Teach students words for song to the tune of "Allouette". I have only used the first part of the song. Teachers can adapt the second part as needed.

In Spanish:

1. Aquí está la rana, la rana, la rana; Aquí está la rana; Me gusta mucho a mi.
2. Aquí está mama, papá y el hermano; Aquí está la hermana, abuelo y abuela; Aquí está bebé; Me gusta a mi.
3. La rana vive en el desierto y en la selva. La rana vive en el charco y el pantano, sí, sí.
   El desierto, el desierto, la selva, la selva, el charco, el charco, el pantano, el pantano. O, o, o, o, etc.

In French:

1. Voici la grenouille; Voici la grenouille; Voici la grenouille; Je l'aime beaucoup.
2. Voici maman et voici papa; Voici le frère et voici la soeur; Voici grand-mère et voici grand-père; Et voici le bebé, je l'aime beaucoup.
3. La grenouille habite le désert et la forêt tropicale; La grenouille habite l'étang et le marais, oui, oui. Le désert, le désert, la forêt tropicale, la forêt tropicale, l'étang, l'étang, le marais, le marais. O, o, o, o, etc.

- Four children, each wearing a habitat scene, are lined up across stage. Family members are divided to left and to right of habitat wearers.
- First line, all children jump and hop like frogs.
- Second line, only those children playing the role of mother, father etc. will hop.
- Third line, all frogs hop from habitat to habitat.
- At end of song, remaining children in class will be assigned a different member of family. In turn, they will go to that member, lead him to a habitat and say, e.g., "Mother frog says, I like the rain forest." or "Father frog says, I like the swamp."
- After all family members have been led to a habitat, children will repeat their song, either just line one or all three lines.

Assessment:

Students should be able to sing their song with clear pronunciation and with understanding of concepts. Individual speakers will speak full sentences.

Reflections and Comments:

1) Frogs in English say "ribbit." Compare the sounds a frog makes in Spanish and in French. 2) What authentic children's songs can be found in the target language? What do the lyrics say and how do they compare with a traditional English frog song?

Teacher's Notes:

A Snowy Day

By Mercedes Cass, Carlos Edwards, Marilyn Johnson, Debbie Medina,
Patricia Medina, Union County

Language(s): All **Level:** Grade 1

Time Needed: 1 day (30 min) or 2 days (15-20 min)

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 1 - Interpersonal Communication

1.02 Use basic words and short memorized phrases during oral interaction.
1.03 Ask and answer simple questions orally.

Goal 2 - Interpretive Communication

2.02 Demonstrate understanding of statements about the immediate environment and needs.

Goal 3 - Presentational Communication

3.02 Recite simple poetry and sing songs.

Goal 6 - Connections

6.01 Demonstrate understanding of information and skills common to foreign language instruction and the first grade class.

Lesson Objective(s):

Students will be able to identify a season of the year and its corresponding weather.

Materials Needed:

Calendar/Weather wheel, *The Snowy Day* by Erza J. Keats. Black, blue construction paper, cotton balls, crayons, glue.

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Procedure:

- Using picture cards, students review daily weather expressions by answering questions such as: "What is the weather like today?"

- Students review two seasons already learned, summer and fall, by putting the appropriate card in the appropriate season group.

- Students listen to the reading of a story about winter (e.g., *The Snowy Day* by Erza J. Keats).

- Students answer questions about the book. "What season is the book about?" "What is the weather like in the book?"

- Students sing a grade -level appropriate song about winter or seasons in general.

Assessment:

Teacher observation of:

- the responses to the questions asked during the review and after the reading of the book.
- students' participation in singing the song.
- checklist completed to assure skill mastery.

Reflections and Comments:

- Students can rewrite a book using other seasons (goal 6).
- Study of the season can continue with the study of clothing and appropriate clothing for certain weather.
- Students can compare the weather in other target countries (goals 4 and 5).

Teacher's Notes:

Parts of a Plant

By Lisa Grate, Catawba County and Susan Decker, Winston-Salem/Forsyth

Language(s): All **Level:** Grade 2

Time Needed: 20-30 minutes

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 2 - Interpretive Communication

2.03 Follow oral directions and commands

2.04 Demonstrate understanding of spoken key words and phrases in a variety of materials (e.g., songs, short narratives, simple poems, rhymes, and cartoons) and make inferences based on the information presented.

2.05 Interpret phrases presented with accompanying gestures, intonations, and other visual or auditory cues.

Goal 3 - Presentational Communication

3.02 Recite simple poetry and sing songs.

Goal 6 - Connections

6.01 Demonstrate understanding and apply information and skills that are common to foreign language instruction and second grade.

Lesson Objective(s):

Students will be able to learn the names of the parts of the plant in the target language, as well as the resources the plant needs to grow.

Materials Needed:

Real or silk plants. Laminated plant parts (roots, stem, leaves, flower, fruit, seeds) and elements (earth, rain, sun) arranged randomly on laminated poster board (with masking tape pre-pasted on back). Vocabulary word cards. Blank laminated poster.

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Procedure

- Show real or silk plants and introduce the target word for "plant" and the different parts of the plant. Students watch and repeat. As each part is introduced, put the vocabulary card on the blank poster in the appropriate location ("roots" at the bottom, "stem" going up vertically, etc.).

- Introduce "earth" and have a student tape it to the labeled poster board. Show students the different laminated plant parts and identify them, describing where they go on the poster, and have students assemble the plant one part at a time. Conclude by adding the sun and rain. All students will again pronounce the plant parts and resources as a student adds each to the poster.

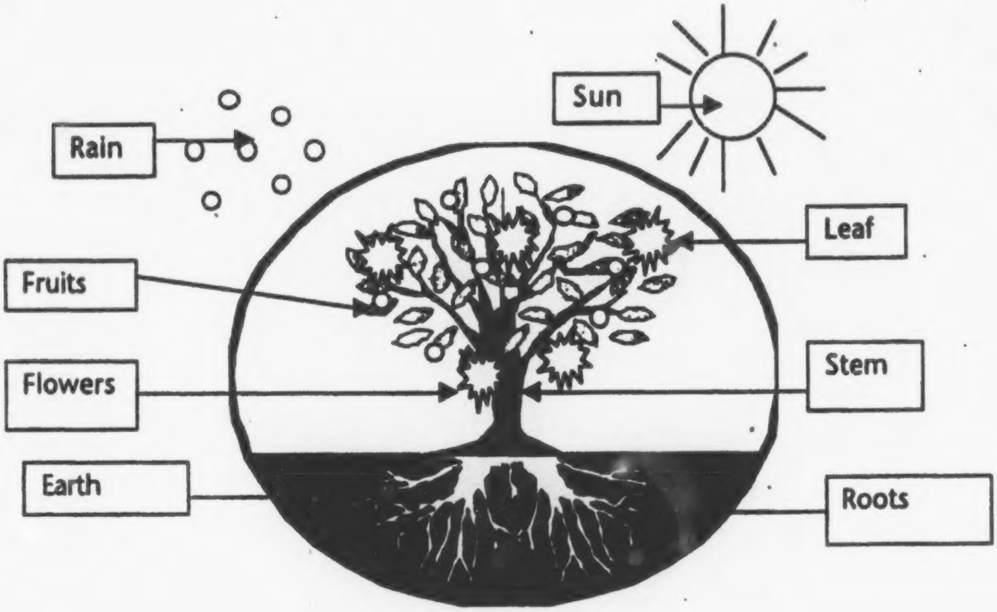
- Teach the following song and have students act it out.

Tune of A Little Teapot

J' ai des racines dans la terre	*Students indicate feet*
J'ai une tige et des feuilles vertes.	*Run hands up sides of body and hold out arms*
J'aime le soleil et l'eau aussi.	*Make a big circle with arms over head to represent sun. Mimic rainfall with fingers.*
Je suis une plante très jolie.	*Frame face with hands to show how pretty.*

Tengo raices en la tierra.
Tengo un tallo y hojas verdes.
Necesito aire, luz y agua.
Soy una planta my bonita.

I have roots in the earth.
I have a stem and green leaves.
I love sun and water (I need air, light, and water).
I am a very pretty plant.


Sun
Rain
Leaf
Fruits
Flowers
Stem
Earth
Roots

Assessment:

Students' placement of plant parts based on visual and verbal cues.
Students use appropriate motions for the song.

Reflections and Commnents:

The lesson "Plant Life Cycles/What Part Do You Eat?" is a natural follow-up to this lesson.

Teacher's Notes:

Plant Life Cycles/What Parts Do You Eat?

By Lisa Grate, Catawba County and Susan Decker, Winston-Salem/Forsyth

Language(s): All **Level:** Grade 2

Time Needed: 20-30 minutes

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 1 - Interpersonal Communication

1.02 Use basic words and short memorized phrases during oral interactions.

1.03 Ask and answer simple questions orally.

1.04 Share likes and dislikes, feelings and emotions orally with each other.

Goal 2 - Interpretive Communication

2.01 Demonstrate understanding of every day spoken and written words and phrases when accompanied by visual clues and/or props.

2.05 Interpret phrases presented with accompanying gestures, intonations, and other visual or auditory cues.

Goal 3 - Presentational Communication

3.01 Name and describe orally people, places, and things using every day words and phrases.

3.02 Recite simple poetry and sing songs.

Goal 6 - Connections

6.01 Demonstrate understanding and apply information and skills that are common to foreign language instruction and second grade.

Lesson Objective(s):

The students will review plant vocabulary and will extend it, with emphasis on the plant's life cycle and environmental needs. They will explore the edible parts of the plants, and they will express likes and dislikes regarding these foods.

Materials Needed:

Laminated poster with plant parts from previous lesson "Part of a Plant," including stem, root, leaves, fruits, flowers, earth, sun, and rain. In addition a small seed, a small laminated plant growing from a seed, a small plant, and a "fruit" that "opens" to disclose new seeds. A variety of fruits, vegetables, and edible flowers, if possible.

Procedure:

- Review by singing the plant song taught previously.
- Put up the poster assembled in the last session, with the sun and rain removed. Have a student take a "seed" from the fruit and "plant" it in the earth.
- Present three scenarios, using days of the week, to represent environmental conditions. Students act out scenarios as if they were seeds. For example, on Monday, it rains. On Tuesday, it rains and there is no sun. On Wednesday it also rains and there is no sun. What happens to the seed? (It drowns and washes away.) Repeat for excess sun and drought, and for balanced sun and rain.
- The plant grows. Show the small and medium sized plants and describe the plant getting larger, producing a flower, then a fruit, which produces seeds which fall to the ground and begin the cycle again. Students may act out this process and chime in with key vocabulary learned.
- Ask students if they eat the different parts of the plant on the poster. The teacher may remove them and pretend to eat them for emphasis. Students may respond "yes" or "no" in the target language or may be led to say, "I eat leaves" or "I don't eat leaves," depending on the structures taught previously.
- Show the realia or pictures and ask students what part of the plant these foods represent. Students answer by naming the individual parts. Some suggested foods may be: (root) yam, carrot, radish, potato, (fruit) squash, pumpkin, tomato, chili pepper, (leaf) lettuce,

spinach, dandelion, (flower) broccoli, cauliflower, (stem) celery, green onion, (seeds) peas, corn, sunflower seeds.

- Let students taste some of the foods if they wish.
- Have students express likes or dislikes for these foods.

Assessment:

Students identify the plant parts represented by the various foods.

Reflections and Comments:

As a follow-up or as a part of the lesson, culturally authentic foods may be used. Students may also be sent to the grocery store with a list of plant parts and fill-in foods in the appropriate categories. Discussing cultural differences regarding foods would bring in additional objectives from the Standard Course of Study.

Students might also plant various short season crops either indoors or outdoors and explore the effects of adding or withholding water or light. They could also measure and record plant growth over time.

Cultural extension activities may extend to customs associated with food (e.g., eating radishes with butter for the French).

Planning these lessons for the Spring season would be most appropriate and would permit "gardening" extension activities.

Teacher's Notes:

Plant a Radish Garden

By Susan Decker, Winston-Salem/Forsyth Schools

Language(s): French **Level:** Grade 2

Time Needed: 4 weeks

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 1 - Interpersonal Communication

1.02 Use basic words and short memorized phrases during oral interactions.

Goal 2 - Interpretive Communication

2.01 Demonstrate understanding of every day spoken and written words and phrases when accompanied by visual cues and props.

Goal 4 - Cultures

4.05 Explore practices, and perspectives of contemporary life in the target cultures through print, non-print, and/or electronic materials, and cultural artifacts.

Goal 6 - Connections

6.01 Demonstrate understanding and apply information and skills that are common to foreign language instruction and the second grade class.

Lesson Objective(s):

The students will be able to observe the process of plant growth from planting a seed to enjoying the product, a radish, in a cultural snack: "radis au beurre." Students will express whether they like or do not like the radishes.

Materials Needed:

Garden bed, radish seeds, chart for recording development of plants, watering can.

Procedure:

- Buy radish seeds that have about a 24 day development.
- During or following a unit on plants, fruits and vegetables, market, food, etc. bring the seeds in a bag and do not indicate what they are.
- Take the class out and plant according to directions.
- Assign students each class period to water the seeds.
- Post the chart set up for the recording progress recorded at each lesson for a bout 3-4 weeks.
- During each subsequent class period, send a child out to water and report the development of the plants. Child records on the chart. Each week, give the children one added hint about what they have planted: vegetable, round, red, we eat the root. Let them guess what they think it is.
- When the radishes are ready, take the students out to pull the radishes. Wash them well and serve them with butter and salt and a little slice of a "baguette." It is a very French dish for a very small price. Let them state whether they like or do not like the radishes.

Assessment:

As long as students participate, they are learning about the process of plant growth.

Reflections and Comments:

Bring a knife on snack day to trim off unattractive parts of the radishes, but leave on the leaves and the root, which they can pinch off. Give each student a little plate or a napkin with a few shakes of salt and butter for dipping into.

Teacher's Notes:

Where Are the Doors and the Windows of the House?

By Gail Murray, Laura Phillips, Watauga County

Language(s): Spanish, French **Level:** Grade 2

Time Needed: 30 minutes

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 2 - Interpretive Communication

2.01 Demonstrate understanding of every day spoken and written words and phrases when accompanied by visual clues and/or props.

2.02 Demonstrate understanding of statements about the immediate environment and needs.

2.03 Follow oral directions and commands.

Lesson Objective(s):

Students will be able to combine already learned house vocabulary and prepositions of location by responding to teacher's directions and commands.

"Above (encima de, sur); under (debajo de, sous); to the left (a la izquierda, à gauche); between (entre, entre); to the right (a la derecha, à droite); next to (al lado de, à côté de)."

Materials and Resources Needed:

Sketch of the exterior of a house, pencil.

Procedure:

- Students review house vocabulary in the classroom. Students position themselves in regards to a table as instructed by the teacher to review prepositions.

- Students receive a photocopy of a house outline and draw according to teacher's directions.

  Students hear sentences such as: "Dibuja una puerta en el centro de la casa or dibuja una ventana grande a la izquierda de la puerta. Dessinez une porte au centre de la maison ou dessinez une grande fenêtre à gauche de la porte."

Assessment:

- The students' drawing is an assessment in itself.
- The teacher may conduct a brief whole class assessment where students respond by thumbs up or thumbs down depending on the accuracy of the teacher's statement.

Reflections and Comments:

As a continuation of the previous activity, Goal 3 can be addressed.
Goal 3 - Presentational Communication
3.01 Name and describe orally people, places, and things using everyday words and phrases.

Students go to the overhead individually and arrange their house and then describe it to the class. The teacher can then ask the presenter and the other students to respond to questions about the house using such questions as "where, how many, etc."

Teacher's Notes:

Geometric Shapes, Sequences, and Patterns

By Lisa Grate, Catawba County, and Susan Decker, Winston-Salem/Forsyth

Language(s): All **Level:** Grade 2

Time Needed: 30 minutes

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 1 - Interpersonal Communication

1.02 Use basic words and short memorized phrases during oral interaction.

Goal 2 - Interpretive Communication

2.03 Follow oral directions and commands.

Goal 3 - Presentational Communication

3.01 Name and describe orally people, places, and things using every day words and phrases.

3.04 Give clues and commands orally.

Goal 6 - Connections

6.01 Demonstrate understanding and apply information and skills that are common to foreign language instruction and the second grade class.

Lesson Objective(s):

Students will be able to combine previously learned vocabulary for geometric shapes (rectangle, square, triangle, circle, oval, star, hexagon, crescent), colors, and grammatical structures (adjective placement), to describe and communicate to their partner a sequence of geometric shapes. The partner will listen and demonstrate understanding by recreating the sequence using manipulatives.

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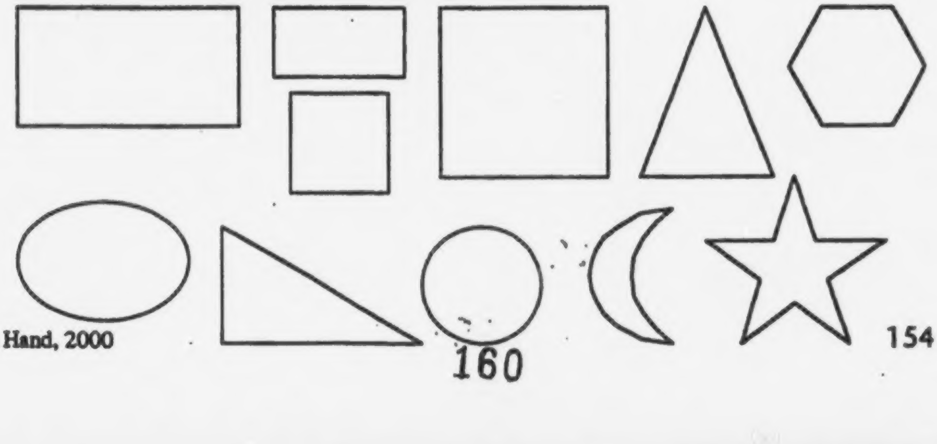
Materials Needed:

- 12-15 plastic "baggies" containing small laminated geometric shapes, in colors and sizes used on the "secret card" sequences as well as some not used in the sequences.
- 15-20 different (teacher-made) "secret cards" showing a sequence of 5/6 colored shapes, in various sizes. Use 3x5 cards, folded in half to hide the sequence.
- Blank manila file folders to use as a work surface, listening students will work behind the folder as they listen and lay out the sequence.
- Classroom poster with shapes and colors labeled.
- 18" strip, card stock, or sentence strips.

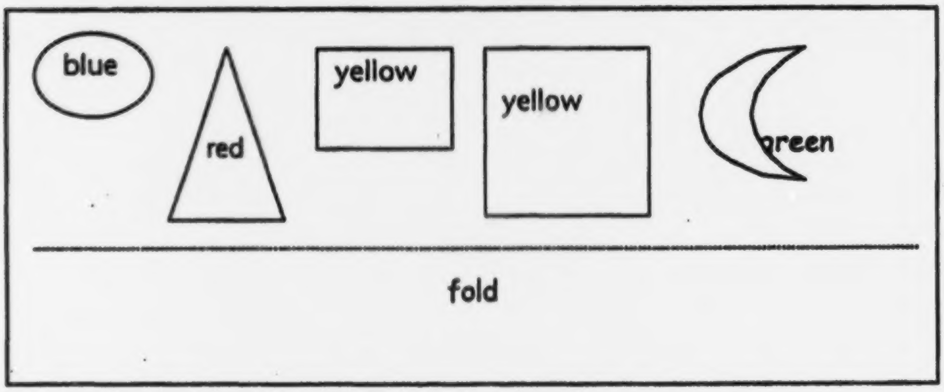
Procedure:

- Review shapes and colors vocabulary (see Reflections and Comments section). Compare the construction of "Blue triangle" vs. "Triangle bleu" in French.
- Demonstrate this activity with one child prior to proceeding to the entire class.
- Teacher gives a student a plastic bag containing about 15 colored laminated shapes, some with variations, e.g., red triangle, yellow triangle, orange circle, blue square, green square, small brown triangle, big brown triangle. The student spreads the manipulatives out on the desk.

Student manipulatives should vary in size and color, but all "baggies" should contain the same selection:

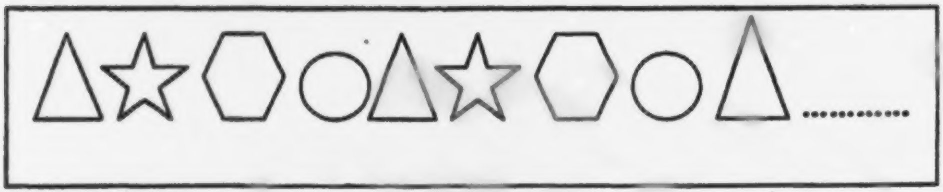


- The teacher looks at the secret card picturing 5/6 of the shapes, and describes the sequence of shapes on the card one by one.

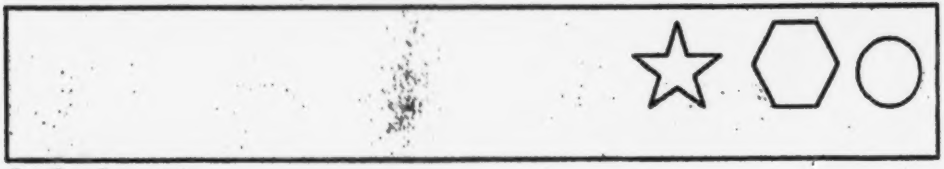


- The student chooses and places each shape behind the folder according to the descriptions.
- After the teacher has communicated all the shapes from the secret card, the student calls out his/her sequence to verify the accuracy of the sequence and compares with the teacher's shapes.
- Teacher assigns partners, distributes materials to each pair (one baggie, one folder, one secret card) and students proceed with the activity in the manner described above. One student announces the sequence, the other recreates the sequence, then they compare.
- The lesson closes with a pattern activity conducted after retrieving student materials. Using 18" sentence strips or card stock 18", show strips containing various incomplete patterns using shapes (e.g., big red triangle, little red triangle, blue circle, green square, big triangle, circle).

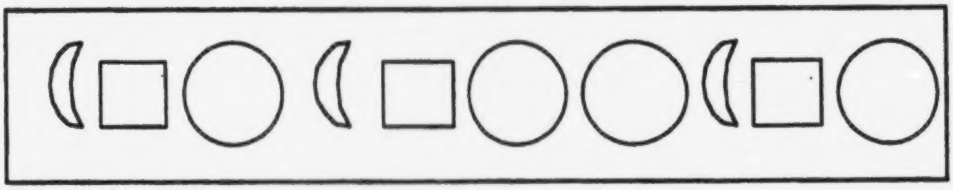
  Say the pattern together until it stops and ask the class for the completion of the pattern. It is a good idea to actually show the completion on the back of the strip for immediate feedback.



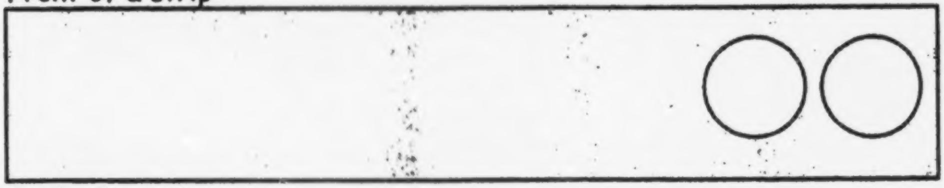
Front of strip



Back of a strip



Front of a strip



Back of a strip

Assessment:

Students are involved in self and peer assessment as they verify their sequence against the original one on the "secret card".

Reflections and Comments:

It is important to have the shapes/colors poster visible to the whole class. It encourages students to stay in the target language.

Students enjoy the idea of secrecy and find it motivating.

To put students in a sequence frame of mind prior to doing the pair activity, pass full size geometric shapes to 12 students. Call out randomly a sequence of 5 shapes, which the students place on the chalk rail. Give those back to 5 different students and call out a new sequence.

As an extension activity, students can create their own pattern asking the class to complete it.

Teacher's Notes:

Food

By Marta McLeod, Darlene Hegel, Ery Hare, Gigi Boyette, Aldolfo Medina,
Felicia Currie, SouthWest Alliance RESA

Language(s): All Languages **Level:** Grade 3

Time Needed: 3-4 Days

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 1 - Interpersonal Communication

1.05 Engage in conversation with the teacher and other students to exchange information about everyday topics.

Goal 2 - Interpretive Communication

2.01 Demonstrate understanding of spoken and written words, phrases, and statements relating to familiar topics.

Goal 3 - Presentational Communication

3.01 Name and describe orally people, places, and things using everyday words and phrases

Goal 6 - Connections

6.01 Demonstrate understanding and apply information and skills that are common to foreign language instruction and the third grade class.

Lesson Objective(s):

Students will be able to identify the components of the food pyramid.

Materials and Resources Needed:

Blank food pyramid, pictures of food or plastic food, cafeteria menu of the day.

Procedure:

Day 1 - Review:

- Teacher brings grocery bag with plastic food or pictures of food items that students already know. Be sure to select foods that apply to the six food groups. As students identify food items orally, teacher shows corresponding labels in writing for review.

- Teacher shows three paper plates with food representative of breakfast, lunch and dinner and students identify the food corresponding to each meal.

Introduction of concept

- Teacher introduces the food pyramid with its six labels. Teacher models how her favorite food fits in the food pyramid and she identifies orally the category matching the food items (fruits, cereals, dairy products), she then places them on the corresponding part of the food pyramid.

- Students select food, identify it, and place it on the appropriate portion of the pyramid. They do not have to identify orally the name of the category on the pyramid.

Day 2

- Students make a list in the target language of what they have eaten in the past 24 hours for breakfast, lunch, and dinner.

- Students graph these entries using the labels of the food pyramid. Graphs are displayed.

Days 3-4

- Teacher brings the cafeteria menu for the day. Students choose what they will eat for lunch and graph their choice using the categories of the food pyramid. Students orally and in writing identify the food groups represented for that meal and state if it is a balanced meal or not (does it have a variety of food groups?)

- Students compare their graphs with a partner and exchange information in the target language.

- Students write one simple sentence about a portion of their graph.

Assessment:

Provide the students with a blank picture of the food pyramid. Place strips on the board with the names of the food groups learned. Students place the names of the food groups correctly on the pyramid.

Reflections and Comments:

This unit can be expanded to include:
Goal 5 - Comparisons. Comparing meals in other countries
Goal 4 - Cultures. Discovering customs in other countries
Goal 7 - Communities. Visiting an authentic restaurant

Teacher's Notes:

Moving With the Animals

By Mary Alice Lodico, Haywood County Schools

Language(s): All (especially French) **Level:** Grade 3

Time Needed: 25 minutes

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 1 - Interpersonal Communication

1.02 Use basic words and short memorized phrases during interactions orally and in writing.

Goal 2 - Interpretive Communication

2.02 Demonstrate understanding of oral and written questions about familiar topics.
2.03 Follow oral commands and written directions.
2.06 Interpret phrases presented with accompanying gestures, intonations, and other visual or auditory clues.

Lesson Objective(s):

The students will be able to understand, identify, and state how certain animals move using the words "X flies, X walks, X runs, X swims."

Materials and Resources Needed:

Tape player, audiocassette of the classical music piece *Carnaval des Animaux* by Saint Saëns.

Procedure:

- Teacher hangs a sheet and shines a light directly behind the sheet.

- With shadow hand movement behind the sheet, the teacher imitates the motion of certain animals and says, "The bird flies," "The rabbit hops," "The fish swims," etc.

- The teacher repeats the activity asking yes/no questions.

- Teacher asks for a student volunteer to do the hand movement and asks either/or questions.

- Activity is repeated with a student volunteer and with the teacher asking "What is .... doing?" and the class identifies the verb of locomotion.

- Students gather in a circle and are involved in a game of *Simon says* acting out the verbs of locomotion. This is first directed by the teacher and then by student volunteers.

- Teacher plays the cassette of *Carnaval des Animaux* by Saint Saens and asks students to move about as is suggested by the music.

Assessment:

Assessment is informal and consists of teacher observation. Teacher monitors students' actions as the game of *Simon Says* is played.

Reflections and Comments:

Some possible extension activities involve the following:

- Class makes a pattern book of animals and their ways of locomotion (goal 3).

- Lesson can be followed by a study of animal habitats and where the habitats are located in the world (goal 6).

- Discussion of Saint-Saens (goal 4).

Teacher's Notes:

Rocks

By Marta McLeod, Union County

Language(s): Spanish **Level:** Grade 3

Time Needed: 4 days (30 minutes each)

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 1 - Interpersonal Communication

1.02 Use basic words and short memorized phrases during interactions orally and/or in writing.
1.03 Ask and answer questions using learned material orally and/or in writing.
1.05 Engage in conversation with the teacher and other students to exchange information about every day topics.

Goal 2 - Interpretive Communication

2.01 Demonstrate understanding of spoken and written words, phrases, and statements relating to familiar topics.
2.02 Demonstrate understanding of oral and written questions about familiar topics.

Goal 3 - Presentational Communication

3.01 Name and describe orally people, places, and things using every day words and phrases.
3.05 Write familiar words and phrases associated with visuals, props, or familiar contexts.

Goal 4 - Cultures (in extension activities)

4.06 Demonstrate an awareness of the different target countries by locating them on a map or globe and identify their major geographical features.
4.07 Identify people and products and their importance to the target cultures.

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Goal 5 - Comparisons (in extension activities)

5.09 Recognize some viewpoints and attitudes of people in both the target cultures and his/her own culture relating to family, home, school, work, and play.

Goal 6 - Connections

6.01 Demonstrate understanding and apply information and skills that are common to foreign language instruction and the third grade class.

6.02 Share information with others about topics from other disciplines in the target language.

Goal 7 - Communities

7.02 Share knowledge of the target language and cultures with others.

Lesson Objective(s):

1. Students will be able to describe, measure, and weigh rocks.
2. Students will review previously studied descriptors: *grande, pequeña, mediana, pesada, liviana, linda, fea; gramos, centímetros,* numbers 1-30.
3. Students will identify similarities and differences in use of rocks.

Materials Needed:

Map, "metate," pictures of Andean homes made of rock, cm. Tapes, gram scale, hand-out of data log ("Datos"), small rocks for each student, one rock for the teacher, two pieces of chart paper, construction paper, scissors, glue, crayons.

Procedure:

Day 1

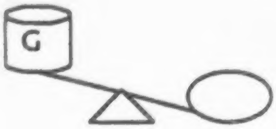
- Teacher shows rock and introduces vocabulary word *piedra*. Write "La Piedra" as a title on the chart paper.

- Ask class to describe the rock. Students will use familiar descriptors and teacher will make a list of these responses on the chart paper.

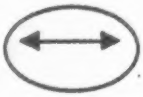
- Give the rock to a student and ask "¿ Es grande o es pequeña?" Teacher will display enlarged "Data Log" after student responds.

- Ask another student to measure how tall the rock is. Enter data on log.
- Do the same procedure with width and circumference. All entries are in centimeters.
- Ask "¿ Es pesada o liviana?" Wait for a response and then ask another student to weigh the rock. Enter data in grams.
- At this point, I take the class for a short walk outside the classroom and ask the students to find a "special" rock no larger that the palm of my hand (you may choose to bring an assortment of rocks and let the students pick one). When we return, each student receives a copy of the "Data Log" and proceeds with the weighing and measuring of their rocks.

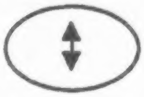
Datos de mi Piedra



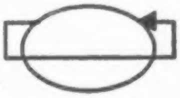
Pesa _______ gramos.



Mide _______ centímetros de largo.



Mide ________centímetros de alto.



Mide ________ centímetros de circumferencia.

Allow some of the students to share with the class some of their log's entries.

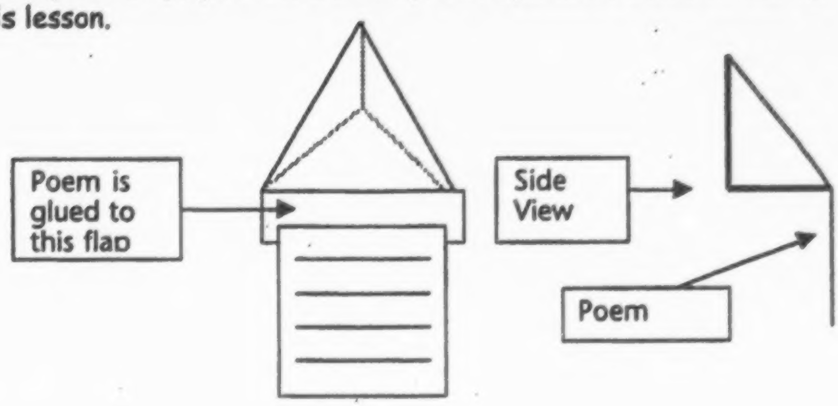
Extensions

Day 2

Students will write poems about their individual rocks. My students put eyes, mouths, noses, and ears (good to review face parts) and the rocks become "animals". Teacher and class write a class poem about the teacher's rock and then write an individual poem about their rock. During the writing component, teacher spends one-on-one with students as needs arise. Students share some of their poems.

Day 3

Students make a tri-fold shadow box out of construction paper and create a habitat for their pet rock. This is started in class but details are left to be completed at home (gluing of rock, any extras that students want to add to the diorama, etc.). The poem is glued to the flap and displayed in the hallway. More poems are shared during this lesson.



Day 4

This lesson is reserved for goals 4 and 5.

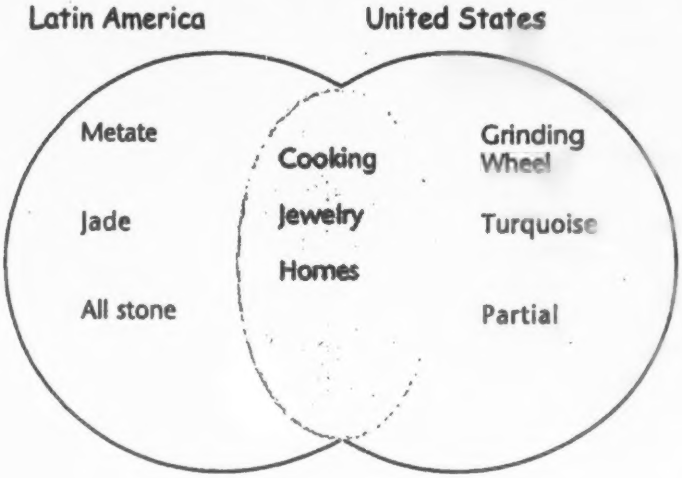
- On a class map, students are asked to identify Middle America.

- Teacher will show a *metate* and explain how a rock is turned into something useful. Teacher will demonstrate how it is used to grind corn. (At this point students could taste corn tortillas.)

- Ask students to identify South America. Ask where the mountain regions of South America are.

- Show typical Andean homes made out of rocks, mountain terraces in order to grow food and show pictures or jade necklaces (or the real thing if you have one). Explain that in ancient civilizations (in Middle America) jade was a luxury item. Skulls have been found with small encrustations between the teeth. Jade was also used to make calendars and ornaments such as ear plugs and necklaces.

During this portion of the lesson, I always compare similar uses of rocks/stones from both cultures. The lesson is taught in English.


Latin America
United States
Metate
Jade
All stone
Cooking
Jewelry
Homes
Grinding Wheel
Turquoise
Partial

Assessment:

Various forms of assessments are used during this unit.

1. Aural - the ability of student to give appropriate responses to teacher-led questions.
2. Checklist - see attached.
3. Rubric of project - see attached.

Reflections and Comments:

Teacher's Notes:

Checklist

	Student	Teacher
1. I can understand a poem describing a rock. 2. I can read a poem about a rock. 3. I can write a poem describing a rock. 4. I can say how heavy a rock is using grams. 5. I can say how long a rock is using centimeters. 6. I can compare and contrast uses of stones here and in America. S = Student T= Teacher		

Rubric

Poem	Punctuation	10 pts.
	Relevant descriptions	20 pts.
	Capitalization	10 pts.
	Accurate Spelling	20 pts.
Illustration of Diorama	Neat	10 pts.
	Colorful	10 pts.
	Appropriate	10 pts.
Time	Meets deadline	10 pts.

In the Community

By Fran Grantham, Teresa Shoun, Sarah Hicks, Susan Browder,
Laura Hemphill, Northwest RESA

Language(s): All Languages **Level:** Grade 4

Time Needed: 5 days

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 1 - Interpersonal Communication

1.03 Ask and answer questions using learned materials orally and in writing.

Goal 2 - Interpretive Communication

2.01 Demonstrate understanding of spoken and written words, phrases, and statements relating to familiar topics.
2.03 Follow oral commands and written directions.

Goal 3 - Presentational Communication

3.01 Name and describe orally people, places, and things using everyday words and phrases.
3.04 Give directions and commands orally and in writing.
3.05 Write familiar words and phrases associated with visuals, props, or familiar contexts.

Goal 6 - Connections

6.01 Demonstrate understanding and apply information and skills that are common to foreign language instruction and the fourth grade class.

Lesson Objective(s):

Students will understand and name places and buildings in the community. They will understand and follow directions to places in the community. They will label visuals with the corresponding word.

Materials and Resources Needed:

Visuals/realia representing different buildings in the community, individual maps of a local community, paper or index cards to create flip-cards.

Procedure:

Day 1

- Using visuals, teacher helps students acquire targeted vocabulary.

- Students go to various locations in the community which are displayed around the room. First, they are directed by the teacher, then by other students.

Day 2

- Using individual maps, students will move markers according to teacher's directions e.g., from the ____, turn left. Teacher illuminates overhead map after students have made their location selections.

- As a reading/writing activity, students create a "flip-card" using the phrase "Where is the ___?" on the outside of the card and creating an appropriate written response with illustration on the inside of the card.

Day 3

- Students participate in short dialogues based on the model:
  Where are you going?
  To the _____ (hospital, library).
  Why?
  I am ____ (sick) or I want __ (a book).

- Label the four corners of the room with buildings in the community. Students move to the building called out by the teacher first then by their peers.

Day 4

- Students draw their own community and label the buildings as appropriate by choosing words from a word bank.

Assessment

1. At the beginning of the new unit, students are given a check sheet outlining specific language expectations such as the following ones:

    - I can name several buildings in my town.
    - I can say where those buildings are located.
    - I can ask where places are in town.
    - I can understand directions.

    They check the individual items on the list when they feel they can do them. Then, they perform the tasks for the teacher and take the sheet home for their parents/guardians' signature.

2. Students draw cards of different buildings and match them with the corresponding written card.

3. Students are given a map of their community including the buildings under study. As they listen to the teacher (or one of their peers) tell all the buildings they have gone to in a day, students number the buildings on their maps in chronological order.

Reflections and Comments:

Possible extensions include the following:

- Students make a pamphlet of their community to be shared with new students (goal 7).

- Students compare the focus of the layout of a city in the US with a city in the target culture (goals 4, 5).

- Students are introduced to the different modes of transportation.

Teacher's Notes:

Family Tree

By Patricia Baud, Cindy Howie, Haywood County

Language(s): Spanish, French **Level:** Grade 4

Time Needed: 30 minutes

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 1 - Interpersonal Communication

1.02 Use basic words and short memorized phrases during interactions orally and in writing.

1.03 Ask and answer questions using learned material orally and in writing.

Goal 2 - Interpretive Communication

2.01 Demonstrate understanding of spoken and written words, phrases, and statements relating to familiar topics.

2.02 Demonstrate understanding of oral and written questions about familiar topics.

Lesson Objective(s):

Students will comprehend and verbalize family relationships.

Materials and Resources Needed:

Flashcards of family members, poster of family tree.

Procedure:

- Students review vocabulary with flashcards by identifying the person on the flashcard.

- Teacher shows the family tree. Students answer questions about family members displayed on the tree. At the beginning, questions focus on the relationship of one person to the others in the family to make sure that students are familiar with the different relationships. The person could be Maria, and the questions would be

"Who is Maria's sister?" "Who is Maria's uncle?", "Who is Maria's cousin?" Once the teacher is certain that students are familiar with the different relationships, the questions become more varied, "Who is Pablo?" (¿Quien es Pablo? Qui est Pierre?) or "Who is Juan's brother?" (¿Quien es el hermano de Juan? Qui est le frère de Jean?)

- At dismissal, students are asked to line up to leave according to the following statements expressed in the target language: "Line up if you have a sister," or "if you do not have a sister," or "if you have six cousins," etc.

Assessment:

On-going teacher observation of students' performance.

Reflections and Comments:

This lesson is part of a unit that takes 4-6 weeks to complete. Other activities that address additional goals (Goals 2 and 3) can include the following:

- Create an imaginary family tree. Students may choose from American culture and create a fantasy family tree.
- Have students draw and label each person in Spanish.
- Using this family, students write a small paragraph naming the family, and including a few relevant statements about each person (e.g., Mi madre es Cher).
- Students present their family to the class and read their paragraph.
- Discussion can move to the study of "his/her," etc.
- Additional vocabulary (descriptive adjectives) and essential structures can also be introduced at some point to allow students to speak and write about their family.
- Posters can be displayed outside of the classroom for all to see.

- Examine last names of family members and compare to the last names of family members in Spanish-speaking cultures.

Teacher's Notes:

Comparison of Cherokee and Aztec People and Cultures

By Stephani Aycock and Holly Cooper, Wake County

Language(s): Spanish **Level:** Grade 4

Time Needed: 45 minutes

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 1 - Interpersonal Communication

- 1.02 Use basic words and short memorized phrase during interactions orally and/or in writing.
- 1.03 Ask and answer questions using learned material orally and/or in writing.
- 1.04 Share likes and dislikes, feelings and emotions with each other orally and/or in writing.

Goal 2 - Interpretive Communication

- 2.01 Demonstrate understanding of spoken and written words, phrases, and statements relating to familiar topics.
- 2.02 Demonstrate understanding of oral and written questions about familiar topics.
- 2.03 Follow oral commands and written directions.

Goal 3 - Presentational Communication

- 3.01 Name and describe orally people, places, and things using every day words and phrases.

Goal 4 - Cultures

- 4.06 Demonstrate an awareness of the different target countries by locating them on a map or globe and identifying their major geographical features.
- 4.07 Identify people and products and their importance to the target cultures.

Goal 5 - Comparisons

5.07 Identify similarities and differences of tangible products (e.g., toys, sport equipment, food) of the target cultures and his/her own.

5.08 Identify similarities and differences of intangible products (e.g., songs, rhymes, folktales) of the target cultures and his/her own.

Goal 6 - Connections

6.01 Demonstrate understanding and apply information and skills that are common to foreign language instruction and the fourth grade class.

6.03 Recognize and apply learning strategies and processes from other disciplines.

Goal 7 - Communities

7.02 Share knowledge of the target language and cultures with others.

Lesson Objective(s):

The students will be able to identify similarities and differences between the Cherokee and the Aztec cultures.

Materials Needed:

Map of North America, variety of pictures of Cherokee and Aztec peoples, drawing paper, crayons/markers/colored pencils, overhead projector or chalkboard for Venn diagram.

Procedure:

- Teacher shows students pictures of Cherokees and asks questions to elicit student responses. Questions include: "What is happening?" "What is it like?" "Is it____ or ____?" "Do you like it?"

- Teacher shows pictures of Aztecs using the same types of questions.

- Teacher shows pictures of both groups at the same time and asks: "What is different", "What is the same?"

- Teacher asks if students can identify each group, if not, teacher gives leading hints or asks leading questions to direct students toward the correct answer. Teacher may ask: "Where are they?"

- Teacher points out where each group lives (lived) on the map.

- Using a Venn diagram, teacher asks students to volunteer similarities and differences between the two groups based on what they have seen in the pictures. Possible areas of comparison include: food, structures, objects of worship, costumes, clothing, and customs. Teacher asks questions to fill in the gaps.

- After the Venn diagram is complete, students are directed to select one similarity or difference between indigenous cultures, to illustrate this similarity or difference, to label each culture, and to state whether the two cultures are similar or different.

- For review and closure, teacher asks students to give examples of similarities and differences (in English if necessary).

Assessment:

Students demonstrate their understanding of differences and similarities between these 2 cultures by selecting a similarity of difference correctly and illustrating and stating this concept.

For example:

Los aztecas (Drawing of Aztecs)	Los Cherokee (Drawing of Cherokee)
Los aztecas y los Cherokee son diferentes.	

Los aztecas (Drawing of Aztecs)	Los Cherokee (Drawing of Cherokee)
Los aztecas y los Cherokee son similares.	

Reflections and Comments:

As extensions, the teacher puts work on display in the hall or on the bulletin board. Students' work can also be made into a class book to be placed in the library or reading center. Native Spanish-speaking students can make a recording to accompany the book.

Other extensions include a timeline and in depth discussion of topics mentioned.

Available resources are National Geographic, the Internet, local festivals, books, etc.

Teacher's Notes:

North Carolina and Mexico

By Sara Polanco, Wake County

Language(s): Spanish **Level:** Grade 4

Time Needed: 45 minutes

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 1 - Interpersonal Communication

1.03 Ask and answer questions using learned material orally and/or in writing.

Goal 2 - Interpretive Communication

2.02 Demonstrate understanding or oral and written questions about familiar topics.

Goal 3 - Presentational Communication

3.05 Write familiar words and phrases associated with visuals, props, or familiar contexts.

Goal 4 - Cultures

4.06 Demonstrate an awareness of the different target countries by locating them on a map or globe and identifying their major geographical features.

Goal 6 - Connections

6.01 Demonstrate understanding and apply information and skills that are common to foreign language instruction and the fourth grade class.

Goal 7 - Communities

7.02 Share knowledge of the target language and cultures with others.

Lesson Objective(s):

Students will be able to compare and contrast North Carolina regions, products, and symbols with those of Mexico.

Materials Needed:

Maps of Mexico and North Carolina. Vocabulary page. Flags of Mexico and North Carolina. Illustrated pages to make a North Carolina and Mexico booklet. Transparencies with information about Mexico and North Carolina.

Procedure:

- Start the lesson by reviewing vocabulary about North Carolina (river, mountain, regions, symbols).

- Use maps to locate North Carolina and Mexico. Ask questions about North Carolina first and then introduce the information on Mexico. For example, "What is the capital of NC?" and "Anyone knows what is the capital of Mexico?" Follow up by pointing to the capitals on the respective maps.

- Continue introducing all the information in this manner.

- Pair students and assign them an illustrated page (see following sample pages) from what will become a class book. Students fill in the blanks and color the pictures.

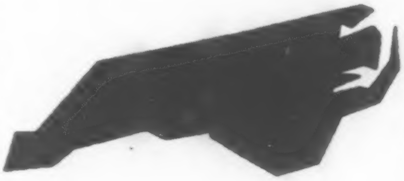
- Students share their pages with the class. The pages are put together to make class books. Because several groups will have the same pages to complete, there may be three or four final class books. These books can stay in the classroom for students to read and can also be checked out to take home to read with family members. Sample items included in the classbook are:

  Flags of NC and Mexico
  Seals of NC and Mexico
  Capitals of NC and Mexico
  Main Rivers of NC and Mexico
  Mountains of NC and Mexico
  Products of NC and Mexico

La capital de Mexico es ________________

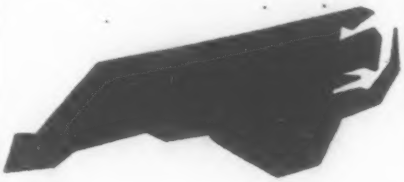
La capital de Carolina del Norte es ________________

El río mas importante de Mexico es ________________



El río mas importante de Carolina del Norte es ________________

La montaña mas importante de Mexico es ________________



La montaña mas importante de Carolina del Norte es ________________

Assessment:

Students complete checklists verifying that they can do the following:

- Locate NC and Mexico on a map.
- Locate the capitals of NC and Mexico.
- Name the important river of NC and Mexico.
- Name a mountain range in NC and Mexico.
- Name the colors of the flags of NC and Mexico.

Reflections and Comments:

This lesson is the culmination of a social studies unit on map skills. In includes a section on Continents, North America, the USA, and NC and Mexico.

Teacher's Notes:

"Chocolate - Molinillo"

By Martha Giraldo, Perquimans County

Language(s): Spanish **Level:** Grade 5

Time Needed: Two 45 minutes classes

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 1 - Interpersonal Communication

- 1.02 Use basic words and short memorized phrases during interactions orally and in writing.
- 1.03 Ask and answer questions using learned material orally and in writing.
- 1.04 Share likes and dislikes, feelings and emotions with each other orally and in writing.

Goal 2 - Interpretive Communication

- 2.01 Demonstrate understanding of spoken and written words, phrases, and statements relating to familiar topics.
- 2.02 Demonstrate understanding of oral and written questions about familiar topics.
- 2.03 Follow oral directions and written commands.
- 2.04 Identify main idea(s) from simple oral and written selections.
- 2.05 Make inferences from simple oral and written selections (e.g., conversations, dialogs, narratives, songs, rhymes, chants, and children literature) about familiar topics.
- 2.06 Interpret phrases presented with accompanying gestures, intonations, and other visual or auditory cues.

Goal 3 - Presentational Communication

- 3.01 Name and describe orally people, places, and things using everyday words and phrases.
- 3.02 Recite poetry and sing songs.
- 3.03 Tell and retell a simple story orally or in writing with visual cues and prompting.

Goal 4 - Cultures

4.03 Learn age-appropriate songs, rhymes, dances, and games of children in the target cultures.

4.04 Participate in activities and celebrations reflective of the customs and traditions of the target cultures.

4.07 Identify people and products and their importance to the target cultures.

4.08 Explore practices and perspectives of contemporary life in the target cultures.

Goal 5 - Comparisons

5.05 Identify connections among languages by recognizing cognates and loan words.

5.07 Identify similarities and differences of tangible products (e.g., toys, sport equipment, food) of the target cultures and his/her own culture(s).

5.09 Recognize some viewpoints and attitudes of people in both the target cultures and his/her own culture(s).

Goal 7 - Communities

7.01 Perform and/or participate in a school or community celebration.

Lesson Objective(s):

Students will be able to . . .

- Prepare "hot chocolate" using the appropriate utensils from the target culture "oyeta," which is a special pot, and a "molinillo", which is sort of a hand mixer.
- Participate in the "Chocolate Game" following teacher's directions in Spanish.
- Compare and contrast perspectives, practices and products between the American and Colombian culture.

Materials Needed:

- Teacher-made posters (with visuals about the topic to be studied).
- Teacher-made big book. Related to the lesson topic.
- "Oyeta" and Molinillo"

- The ingredients to prepare "hot chocolate" (milk, sugar, chocolate squares...)
- Paper cups and plates.
- Electric Stove.
- Supermarket brochures/TV commercials.

Procedure:

Day 1

- Teacher introduces the lesson "Chocolate - Molinillo" standing in front of the class dressed up with a typical Colombian dress and pretending to stir "hot chocolate" using the utensils "la oyeta" and "el molinillo".

- Teacher seats and gathers students around the story chair and shows them a poster which has a big picture of a Colombian family at a round table drinking chocolate.

- Teacher asks questions pointing to the picture:
  - "Es esta una familia?" Children "Si/No . . ."
  - "Es este el papá o la mamá?" Children: "La mamá/El papá . . ."
  - "Toman ellos chocolate o café?" Children: "Chocolate . . ."

- Teacher summarizes for the students saying, " Esta es la familia Restrepo: la mamá, el papá, el niño, la niña y la abuela . . ."

- Teacher continues with poster 2, this one shows a lady, Señora Restrepo, with a Colombian supermarket brochure in her hands saying, "Debo ir al supermercado a comprar chocolate. ¿Cual sera el mejor, el mas delicioso?"

- Teacher continues with poster 3, this one has been made with several authentic wraps of Colombian chocolate; as pointing to the different kinds teacher names them, "Chocote Diana, Chocolate Luker, Chocolate Cruz?"

- Teacher continues with poster 4, this one shows "la oyeta" and "el molinillo." Teacher says, "La Señora Restrepo necesita la oyeta y el molinillo para preparar el chocolate."

- Teacher continues with poster 5, this one shows a lady (Señora Restrepo) preparing "hot chocolate" and teacher says, "La Señora restrepo esta batiendo el chocolate."

- Teacher shows poster 1 again and says, "Esta es la familia Restrepo: la mamá, el papá, el abuelo, la abuela, el niño y la niña. La familia Restrepo toma un chocolate delicioso que preparo la mamá."

- Teacher displays the poster on a big table and invites students to identify them as they hear a brief, and already familiar, description of each one.

- Students volunteer to participate going to the table, choosing the right poster, showing it to the rest of the class who verifies if the selection was correct or incorrect.

- Students go over all the posters for two or three times. The whole class has a chance to participate.

- Teacher shows three selected TV commercials in which chocolate is advertised.

- Students answer the question, "Te gusta el chocolate caliente?" by saying: "Si me gusta .../No me gusta ..."

- Each student has the chance to manipulate "la oyeta" and "el molinillo." After hearing the command, "Bate el chocolate, por favor!" they act it out.

- Teacher shows the posters again and narrates the story that students have previously heard and learned.

- Teacher announces to the students that they will be preparing "hot chocolate" the next class. The teacher also asks the students to show their parents a note concerning this activity, and asks that if anyone is allergic to chocolate, then the note has to be signed and returned by next class.

Day 2

- Teacher displays on a table: chocolate squares, a bag of sugar, the milk, and the water.

- Students name the ingredients in Spanish. (This vocabulary has been previously taught.)

- Teacher passes one chocolate square around for the students to touch and smell.

- Teacher prepares the "hot chocolate" while dictating the sequence of preparation in Spanish.

- Teacher also reinforces the previously learned vocabulary, by asking YES/NO questions concerning the ingredients and utensils used to prepare "hot chocolate".

- Once the chocolate has boiled, the students are invited in small groups (2 - 3) to experience the act of "batir chocolate".

- Teacher then serves small samples of "hot chocolate" while asking compare/contrast questions about American chocolate vs. Colombian chocolate.

- Students respond by using the expressions of likes and dislikes in Spanish.

- Teacher also provided crackers and discuss the fact that "hot chocolate", crackers and cheese could be a light typical Colombian breakfast.

- Teacher, then directs a class helper to clean up the used cups and instructs the students to come by groups of seven to the center of the room to play "La Ronda El Chocolate" (a game they have previously learned).

- Each student was allowed to participate in this game before class was dismissed.

Assessment:

Assessment is informal and consists of teacher observations:

- The responses to the questions asked during the learning activities.
- Students ability to follow directions.
- Students actions.
- Students participation in playing the game.
- Students participation in singing the song.
- On-going assessment as students perform.

Reflections and Comments:

- Students showed an open-minded attitude and seemed accepting of this typical Colombian breakfast. Many of them expressed that they would like to try this for breakfast at home, one day. Several students created their own comparing/contrasting to what they have for breakfast in the United States.

- The "chocolate game" was also enjoyed by the children and some of them were comparing it with similar American games.

- Students planned to prepare "hot chocolate" for the end of the year "fiesta" which is a special event that they have with their homeroom teachers after studying the unit of South America in Social Studies. (Parents and other members of the community are involved in this activity.)

Teacher's Notes:

CHOCOLATE - MOLINILLO

Ronda Colombiana

EL PATIO DE MI CASA
EL PATIO DE MI CASA
ES PARTICULAR
CUANDO LLUEVE Y SE MOJA
COMO LAS DEMAS

AGACHENSE
Y VUELVANSE A AGACHAR
QUE LOS AGACHADITOS
NO SABEN BAILAR

CHOCOLATE
MOLINILLO
CORRE CORRE
ESE PICHO!

International Money

By Sara Polanco and Holly Cooper, Wake County

Language(s): All　　**Level:** Grade 5

Time Needed:

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 1 - Interpersonal Communication

1.02 Use basic words and short memorized phrases during interactions orally and in writing.
1.03 Ask and answer questions using learned material orally and in writing.

Goal 2 - Interpretive Communication

2.02 Demonstrate understanding of oral and written questions about familiar topics.
2.06 Interpret phrases presented with accompanying gestures, intonations, and other visual or auditory cues.

Goal 3 - Presentational Communication

3.01 Name and describe orally people, places, and things using every day words and phrases.

Goal 4 - Cultures

4.07 Identify people and products and their importance to the target cultures.

Goal 5 - Comparisons

5.07 Identify similarities and differences of tangible products (e.g., toys, sport equipment, food) of the target cultures and his/her own culture(s).

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Lesson Objective(s):

Students will be able to compare and contrast the dollar with the target country's currency. They will be able to recognize the monetary unit of the target country. They will be able to apply math skills to arrive at exchange rates.

Materials Needed:

American dollars, target monetary unit (original or copies), maps to locate the target country, flashcards for core vocabulary.

Procedure:

- Introduce the lesson by locating the target country on the map.
- Using American dollars, review "money" vocabulary (1¢, 5¢, etc.).
- Introduce the monetary unit from the target country and have students establish similarities and differences with the American monetary system. (A graphic organizer can be used to help them organize their responses.) Ask questions such as "¿De qué color es? ¿Cómo es?" to guide them as needed.
- Bring a transparency with information on exchange rate. Discuss it with students.
- Have students figure out the current value of the target money in relation to dollars.
- Discuss answers and how they were obtained.

Assessment:

- Provide a self-check list including statements such as:
  - I know the name of a country from where the $ comes.
  - I can name the monetary unit of one country.
  - I can convert target money into dollars.
- Provide a page with images of currency units. Students mark an X on appropriate images as they are called. Use oral questioning.

Reflections and Comments:

The lesson can be extended with other activities, for example, a teacher can utilize role-playing in a native market.

Background: This lesson builds on the knowledge of money that students have from the fourth grade.

Teacher's Notes:

Hurricane!

By Carol Orringer, Chapel Hill/Carrboro, and Stephani Aycock, Wake County

Language(s): All **Level:** Grade 5

Time Needed: 20 to 30 minutes

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study.

Goal 1 - Interpersonal Communication

1.02 Use basic words and short memorized phrases during interactions orally and in writing.
1.03 Ask and answer questions using learned material orally and in writing.
1.05 Engage in conversation with the teacher and other students to exchange information about everyday topics.

Goal 2 - Interpretive Communication

2.01 Demonstrate understanding of spoken and written words, phrases, and statements relating to familiar topics.
2.02 Demonstrate understanding of oral and written questions about familiar topics.
2.03 Follow oral directions and written commands.
2.06 Interpret phrases presented with accompanying gestures, intonations, and other visual or auditory cues.

Goal 3 - Presentational Communication

3.02 Recite poetry and sing songs.

Goal 6 - Connections

6.01 Demonstrate understanding and apply information and skills that are common to foreign language instruction and the fifth-grade class.

Lesson Objective(s)

Students will be able to describe weather conditions associated with a hurricane. Using cardinal directions, students will be able to indicate the location of a hurricane relative to other locations.

Materials Needed:

- Large representation(s) of a hurricane (poster, picture, 3-dimensional model).
- Large world map with a compass rose W E labeled in the target language.

- Small representation of a hurricane to be used with a large world map.
- Paper and pencils.
- Optional: pictures or props to help demonstrate concepts (umbrella, fan, etc.), storm tracking map.

Procedure:

To date, students have already been introduced to basic weather vocabulary/expressions and map-reading skills using cardinal directions.

- Begin with a brief review of basic weather vocabulary and expressions using pictures or props.

  It's sunny
  It's hot
  It's cold
  It's raining
  It's windy
  It's snowing
  It's cloudy

- Show hurricane visual(s) and teacher or student(s) describe the weather conditions associated with a hurricane.
  Example: It's windy, it's cloudy, and it's raining.

  Note: Teacher indicates, however he/she chooses, that the wind and rain associated with hurricanes are excessive.

- Teacher graphically illustrates and labels a hurricane on the chalkboard or overhead transparency, indicating the center of the hurricane and the counterclockwise rotation of the hurricane.

- Students copy this illustration and then label onto their own piece of paper.

- Teacher demonstrates counterclockwise rotation of hurricanes by outstretching arms and spinning in a counterclockwise motion.

- Students stand and perform the same movement.

- After students have returned to their seats, teacher goes to the large world map and uses index finger to make small counter clockwise circular movements to represent a hurricane in the Atlantic Ocean. Moving this "hurricane" along a possible storm track (in a western, a northwestern, a northern, or a northeastern path).

- Teacher asks students, "In which direction is the hurricane going?" Students volunteer answers to the question(s).

- Teacher, briefly, reviews all the cardinal directions using a rhythmic chant with body movements, arms as compass needle. Students stand, chant, and move arms with teacher.

  Example: To the north
  Ch ch ch, ch ch ch, ch ch ch
  To the south
  Ch ch ch, ch ch ch, ch ch ch

  At the same time as chanting, students and teacher point in the appropriate direction (N, S, E, W, NE, NW, SE, SW).

- After students have returned to their seats, teacher returns to the map. The teacher places the small hurricane representation on the map in the Atlantic Ocean or on land in a typical hurricane path. In the target language, the teacher asks, "Where is the hurricane?" Students volunteer to answer using the following format "It is (north, south, east, west, northeast, northwest, southeast, southwest) of ________." Repeat 2-5 times.

- Now the teacher describes the location of the hurricane and students volunteer to come up to the map and place the small "hurricane" on the map according to the teacher's or students' description of the location. Repeat 2-5 times.

- In closing, teacher asks students to describe weather characteristics of a hurricane.

Assessment:

- Students will demonstrate understanding of weather conditions associated with a hurricane by orally describing those characteristics.
- Students will demonstrate understanding of cardinal directions by 1) describing the location of the small "hurricane" and by 2) correctly placing the small "hurricane" in the location described by the teacher.

Reflections and Comments:

Some possible extension activities include:

- integration of latitude and longitude in addition to cardinal directions.
- discussion of elevation of the clouds and different types of clouds in a hurricane.
- investigation of the formation of a hurricane including warm and cold air.
- prediction of the future movement of a hurricane given its previous track and current coordinates.
- review of all months, specifically those during the hurricane season.
- Origin of the word "hurricane," *Ouragon* in Spanish, and *Ouragan* in French.
- Internet web sites such as: ncstormtrack.com which can be translated into French, Spanish, German, etc. with <Altavista.com> translations

Teacher's Notes:

French Heritage in North America

By Susan Decker, Winston-Salem/Forsyth; Lisa Grate, Catawba County; Carol Orringer, Chapel-Hill/Carrboro

Language(s): French **Level:** Grade 5

Time Needed: 30 minutes

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 1 - Interpersonal Communication

1.02 Use basic words and short memorized phrases during interactions orally and in writing.

1.03 Ask and answer questions using learned material orally and in writing.

Goal 2 - Interpretive Communication

2.01 Demonstrate understanding of spoken and written words, phrases, and statements relating to familiar topics.

2.02 Demonstrate understanding of oral and written questions about familiar topics.

2.03 Follow oral directions and written commands.

2.06 Interpret phrases presented with accompanying gestures, intonations, and other visual or auditory cues.

Goal 3 - Presentational Communication

3.01 Name and describe orally people, places, and things using every day words and phrases.

3.02 Recite poetry and sing songs.

Goal 4 - Cultures

4.06 Demonstrate an awareness of the different target countries by locating them on a map or globe and identifying their major geographical features.

4.07 Identify people and products and their importance to the target cultures.

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4.08 Explore practices and perspectives of contemporary life in the target cultures through print, non-print, electronic materials, and cultural artifacts.

Goal 5 - Comparisons

5.05 Identify connections among languages by recognizing cognates and loan words.

Goal 6 - Connections

6.01 Demonstrate understanding and apply information and skills that are common to foreign language instruction and the fifth grade class.

6.02 Share information with others about topics from other disciplines in the target language.

Lesson Objective(s):

Students will be able to trace the route of French exploration from France to New Orleans, from 1534 to 1836.

Materials Needed:

List of French explorers (Cartier, Champlain, LaSalle, Joliet, Marquette). A poster-sized map of Central and Eastern Canada and the USA, (with emphasis on St. Lawrence River, Great Lakes, and Mississipi River) as well as Atlantic Ocean and France. Laminated ships and canoes to tape to the map, ships should be labeled "Jacques Cartier" "Samuel Champlain" and perhaps dated. Canoes should be labeled "Joliet" "Marquette" "La Salle." Individual student maps of the same area.

Resources include:
http://geonames.nrcan.gc.ca/cent/english/explorers.html
Includes maps, travel routes, French name of places.

http://dallas.net/~cpinette/flags/drapeau.html
Flags of French-speaking people of North America.

http://www.ncwiseowl.org/
http://sunsite.berkeley.edu/KidsClick!/
Students and teachers general educational sites.

Procedure:

- Show students the list of explorers and ask what they have in common. (They would have learned explorers in the 5th grade Social Studies class.) All are French explorers.

- Have a student find France on the map and attach a laminated ship.

- Ask a student (or do it yourself) to show the route of Jacques Cartier from France to Canada. Students use individual maps and a marker (boat, unix cube) to trace the route. Do the same with the route of Samuel Champlain.

- Ask what Cartier and Champlain saw when they arrived (forests, Native Americans, wild animals, no cities) to make students aware that this was an area unexplored and unsettled by Europeans. The explorers often, described what they saw in some of the names they gave to those. Those names still remain today. Give a few examples using geographical and other vocabulary familiar to students; or have them choose examples from a prepared list (see list at end of lesson).

- Explain that as time went on, exploration pushed west, following the waterways (the St. Lawrence, the Great Lakes, and the Mississipi River). Settlements were established and named by the French-speaking settlers. Many of these place names remain today. Students act out the westward movement by moving the canoe along the waterways.

- Have students follow the Mississipi, the path of Marquette, Joliet, and La Salle using the canoes on the big map, and follow along on their own map. Along the way they will note the locations of many French-named cities (see list of cities to include on the map).

- Ask the students to name a location as the exploring canoes move down the waterways of North America. Have them sing the rowing song until their canoe reaches that destination, when they will cheer "Hip, hip, hip, hourrah!" (Yes, three "hips" in French!) Repeat with several destinations, moving toward New Orleans. Have the students do the math to see how long a process this was (1534 to 1836).

- Play a bit of Cajun music to celebrate and let students dance the two-step.

Assessment:

Teacher observation of student participation.

Reflections and Comments:

Teachers need to research the exploration and settlement of Canada in order to increase understanding and enrich the presentation.

Some possible extension activities include dancing the Bastringue and the two-step. Brainstorm words/expressions/places/events/things that show the French influence in the US.

Teacher's Notes:

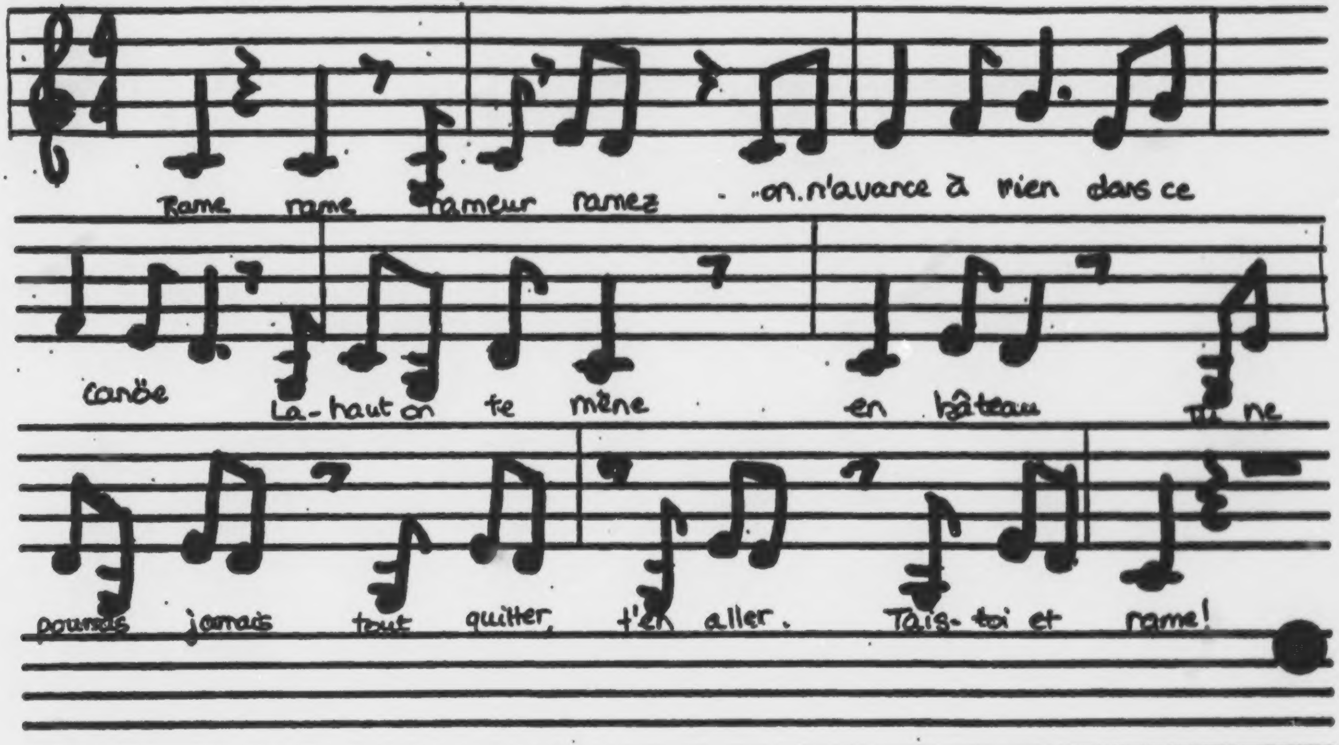
French-named US Cities

Trois Rivières, Canada
Grand Portage, Minnesota
Mille Lac, Minnesota
Fond du Lac, Wisconsin
Marquette, Michigan
La Salle, Illinois
Belleville, Illinois
Lafayette, Louisiana
St. Louis, Missouri
Mer Rouge, Louisiana
Grand Chenier, Louisiana
Terre Bonne, Louisiana
New Orleans, Louisiana
Montpelier, Vermont
Detroit, Michigan
Grand Marais, Minnesota
Eau Claire, Wisconsin
Prairie du Chien, Wisconsin
Bois Blanc, Michigan
Joliet, Illinois
Terre Haute, Indiana
Paris, Tennessee
Beaumont, Texas
Boeuf River, Louisiana (river)
Baton Rouge, Louisiana
Grosse Tete, Louisiana
Presque Isle, Maine

Song for French Heritage Unit (From Concordia Language Villages)

Rame, rame, rameur(s) , ramez!
On n'avance à rien dans ce canoe.
La-haut, on t' amène en bateau.
tu ne pourras jamais tout quitter, t'en aller

Rame, rame
Song from Concordia Language Villages
A program of Concordia College, Moorhead, MN


Rame rame rameur ramez - -on. n'avance à rien dans ce
canöe La-haut on te mène en bâteau tu ne
pourras jamais tout quitter, t'en aller. Tais-toi et rame!

Repeat as desired

Strategies to Use for Writing

By Sara Polanco and Holly Cooper, Wake County

Language(s): All **Level:** Grade 5

Time Needed: 45 minutes

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 1 - Interpersonal Communication

1.02 Use basic words and short memorized phrases during interaction orally and in writing.
1.03 Ask and answer questions using learned material orally and in writing.
1.04 Share likes and dislikes, feelings and emotions with each other orally and in writing.

Goal 3 - Presentational Communication

3.03 Tell and retell a simple story orally or in writing with visual cues and prompting.
3.05 Write familiar words and phrases associated with visuals, props, or familiar contexts.

Goal 6 - Connections

6.03 Recognize and apply learning strategies and processes from other disciplines.
6.04 Develop learning strategies in the target language which can be use in other disciplines.

Goal 7 - Communities

7.02 Share knowledge of the target language and cultures with others.

Lesson Objective(s):

Students will be able to brainstorm for paragraph writing through a "thinking map" illustrated on next page. Students will be able to write a paragraph using learned vocabulary. Students will be able to read the paragraph.

Materials Needed:

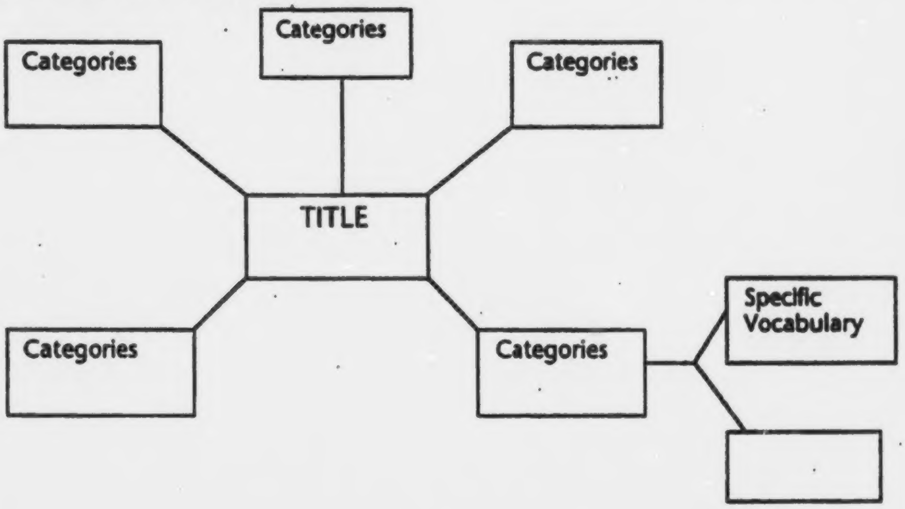
Laminated page with all the vocabulary needed for the brainstorming activity. Paper and pen.

Procedure:

To develop a thinking map:

- First, teacher may want to do a quick review by asking questions on core vocabulary which might be needed in this activity. Students' answers are written on an overhead.

- Next, teacher titles a new overhead.



- Teacher asks questions to students to determine the categories of the map. For example, the teacher might ask, "What are some of the things we can write about?"

- Teacher writes the answers that students give on the overhead. Students may refer to their laminated vocabulary page to help them with vocabulary.

- Teacher continues to ask questions to generate specific words or phrases to be listed under the individual written categories.

- Based on the words that were generated, students choose a title for their own writing.
- Teacher models by choosing a title, then writing his/her own paragraph.
- Teacher shares and explains the checklist used to guide the students' work. (The checklist can be used with the teacher's sample paragraph.)
- Students write their own paragraph and share it with a partner or with the class if time allows.
- Students take their paragraph home to share with family and/or friends.

Assessment:

Students are given a checklist which includes questions such as: "Did you spell the words correctly?" "Did you use punctuation?" "Is your main idea clear?"

Reflections and Comments:

Prior to this lesson, students have reviewed core vocabulary. After the lesson, students will take the paragraphs home to share with their parents. This writing technique can be used with any topic.

Middle School Sample Lessons

SAMPLE LESSONS

About the Sample Lessons

This section includes sample lessons submitted by North Carolina elementary, middle, and high school foreign language teachers. The lessons are samples activities and/or projects which address more than one goal and objective from the *Second Language Standard Course of Study*. Some lessons are language specific (French, German, Japanese, and Spanish) while others are generic. While language-specific lessons are especially useful to teachers of that language, they should not be overlooked by teachers of other languages who will be able to adapt them to their own language. The same recommendation is applicable to lessons addressing specific language levels which can also be modified for use with students at different levels of language development. Teachers are encouraged to adapt the sample lessons to meet the interests of their students, to fit their different language levels, and to match their preferred learning styles.

Organization of the Sample Lessons

The sample lessons are arranged according to levels, beginning with lessons for elementary school students at K-2 and 3-5, progressing to sample lessons for middle school students in Beginning, Continuing, and Exploratory Programs, continuing with high school lessons for Levels I,II, III, IV, and concluding with 2 lessons applicable to all levels. Each grouping is preceded by and index table and a chart showing the lesson relationship to specific goals in the curriculum.

Lesson Format

All the lessons include the same information: Language(s), Level, Time Needed, Targeted Goals and Objectives from the Standard Course of Study, Lesson Objectives, Materials Needed, Procedure, Assessment, and Reflections and Comments. An additional section called Teacher's Notes is reserved for the reader's personal notes.

Middle Grades Sample Lessons

Beginning

What's in a Name? Apellidos y Familias en Español
"Fable de La Fontaine"
"Comment vas-tu aujourd'hui?"
Budding Musician
"Le Métro"
Tellling Time
Going to the Restaurant
In Style!
Little Chefs!

Continuing

Hide and Seek
Interior Designer
What Do You Mean "Fat Tuesday"?
"Kaffeeklatsch"
Picassito/Le Petit Monet
Reading Strategies
Writing Prompt - "An Ideal Friend"
"Mi Criatura" or What a Body!
The Virtual Museum
Who Am I? Who Are You? Getting Started With Pen Pals
"L'Avare"
Interview With a Famous Person

Exploratory

Geometry Fun
Locating Countries
Sending the Very Best in Any Language!
Hello!
Follow the Way
Working With Poems or Rhymes
"Santons"
Poetry: Yesterday, Today, Tomorrow
"El Tiempo"
Language Connections

Middle Grades Lessons

Goals	1	2	3	4	5	6	7
Beginning							
What's in a Name	x	x	x	x	x		
"Fable de la Fontaine"		x	x	x			x
"Comment vas-tu aujourd'hui?"	x	x	x	x	x		
Budding Musician			x		x	x	x
"Le Métro"	x	x	x		x		
Telling Time	x	x					
Going to the Restaurant	x		x	x			
In Style!	x	x	x	x	x	x	
Little Chefs	x	x	x	x	x	x	x
Continuing							
Hide and Seek	x	x	x				
Interior Designer			x			x	
What Do You Mean "Fat Tuesday"?	x	x	x	x	x	x	x
"Kaffeklatsch"	x	x	x	x	x	x	x
Picassito/Petit Monet	x		x	x	x	x	
Reading Strategies	x	x	x		x	x	
Writing Prompt "An Ideal Friend"	x	x	x		x	x	
"Mi Criatura" or What a Body! -	x	x	x				
The Virtual Museum	x		x	x		x	x
Who Am I? Who Are You? Getting Started With Pen Pals	x	x	x				x
"L'Avare"	x	x	x	x		x	x
Interview With a Famous Person	x		x	x			
Exploratory							
Geometry Fun	x	x			x	x	
Locating Countries	x	x			x	x	
Sending the Very Best in Any Language			x		x	x	x
Hello!	x	x		x	x		

Follow the Way	x	x					
Working With Poems and Rhymes	x	x	x		x		
"Santons"		x	x	x			x
Poetry - Yesterday, Today, Tomorrow	x		x				x
"El Tiempo"			x				
Language Connections					x	x	

What's in a Name? Apellidos y Familias en Español

By Beth Carr, Wake County

Language(s): Spanish **Level:** Beginning/Continuing, Grade 6

Time Needed: 45 minutes

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Listed objectives are for beginning sequence

Goal 1 - Interpersonal Communication

1.01 Interact with teachers and others using greetings, farewells, and expressions of courtesy orally and in writing.

Goal 2 - Interpretive Communication

2.01 Follow oral and written directions, commands, and requests.

Goal 3 - Presentational Communication

3.04 Present memorized materials such as poetry, songs, rhymes, and skits.

Goal 4 - Cultures

4.01 Recognize and use common non-verbal gestures, manners, and behaviors of the target cultures.

Goal 5 - Comparisons

5.05 Identify connections among languages by recognizing cognates and loan words.

5.06 Develop an appreciation for cultural differences by comparing simple patterns of behavior or interaction in cultural settings including his/her own.

Lesson Objective(s):

Students will demonstrate understanding of double last name tradition from Hispanic culture. Students will introduce "family members" to class.

Materials Needed:

Index cards (3x5), with names of members of several family groups (number to be determined by size of class).

Grid for students to complete during presentations (introductions) to class.

Vocabulary list to each group with cognate occupations.

Review list of adjectives of characteristics.

Procedure:

- Each student receives an index card with the name of a family member (father, mother, son, or daughter).
- Teacher calls out father's names for each family, and students with these name cards stand, go to the board, and write the name.
- Teacher asks remaining students to check name cards to identify "mothers." Mothers sign in on board under father's names.
- Finally, "children" come forward and sign in under parent's names.
- Families meet as a group to write introductions. Each student introduces family members to the class. Introductions must include:
    - name
    - relationship
    - age
    - occupation
    - at least 3 adjectives to describe personality/physical description
- As families make introductions to class, classmates complete a grid by logging in information learned. (This grid is turned in.)

Assessment:

Presentations (introductions): Checklist for content presentation.

Information grid: Check for listening comprehension and accuracy.

Reflections and Comments:

Prior learning includes:

Family vocabulary
Adjectives of physical description/personality.

Teacher's Notes:

"Fable de la Fontaine"

By Anne Thibodeau, Haywood County

Language(s): French **Level:** Beginning/Continuing, Grade 6

Time Needed: 45-50 minutes

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Listed objectives are for beginning sequence

Goal 2 - Interpretive Communication

2.03 Identify key words and main idea(s) from simple oral and written passages.

2.05 Comprehend and make inferences from simple oral and written passages (e.g., conversations, dialogs, narratives, advertisements, songs, rhymes, chants, and adolescent readings) about familiar topics.

2.06 Interpret phrases presented with accompanying gestures, intonation, and other visual or auditory cues.

Goal 3 - Presentational Communication

3.03 Give simple directions and commands orally and in writing.

Goal 4 - Cultures

4.05 Identify important people and products of the target cultures.

Goal 7 - Communities (in extension activities)

7.01 Perform and/or participate in a school or community celebration or competition.

7.02 Share knowledge of the target language and cultures with others.

Lesson Objective(s):

Students will understand, learn, and present a dramatization of a two-character fable by La Fontaine.

Materials Needed:

"Fables de La Fontaine" book (preferably with pictures).
Text corresponding to pictures on large cards.
Puppets and/or costumes representing the selected characters.

Procedure:

- Teacher presents a two-character fable (e.g., "Le corbeau et le renard." "Le lièvre et la tortue." "La cigale et la fourmi") to students using pictures, gestures, and TPR activities. Teacher may present the fable several times, once with gestures, once with pictures, once with the written cards, etc.
- Students are divided into pairs and assigned one of the two characters. They act out the fable as the teacher narrates. Eventually, they have a chance to play both parts.
- Students memorize selected parts of the fable depicting one character and recite the fable in pairs in front of the class. If necessary students may present the following day.

Assessment:

Teacher gives pictures of different scenes from the fable and asks students to place them in order in front of the class as she narrates. Then students are given written parts of the fable corresponding to the pictures on different cards and they have to hold the correct cards and come to the front of the class as fable is narrated again and pictures are shown. This activity can be followed by the narration of the fable accompanied by the written cards shown without the corresponding pictures.

Reflections and Comments:

Extension activities could include:

- Videotaping the presentations to share with other classes or teachers.
- Playing the fable in front of the school at a PTO meeting.

Teacher's Notes:

"Comment vas-tu aujourd' hui?"

By Lori Lokant, Winston-Salem/Forsyth Schools

Language(s): French **Level:** Beginning/Continuing, Grades 6-8

Time Needed: 1 class period

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Listed objectives are for beginning sequence.

Goal 1 - Interpersonal Communication

1.04 Share likes and dislikes, feelings and emotions with each other orally and in writing.

1.05 Engage in conversation to exchange information about everyday topics.

1.06 Use culturally acceptable vocabulary and idiomatic expressions in conversation orally and in writing.

Goal 2 - Interpretive Communication

2.06 Interpret phrases presented with accompanying gestures, intonations, and other visual or auditory cues.

Goal 3 - Presentational Communication

3.02 Write familiar words, phrases, and sentences in context.

Goal 4 - Cultures

4.02 Recognize and use common verbal everyday greetings and idiomatic expressions of the target cultures.

Goal 5 - Comparisons

5.04 Develop an awareness that there are words, phrases, and idioms that do not translate directly from one language to another.

Lesson Objective(s):

Students will demonstrate understanding of body parts and idiomatic expressions associated with the body and health. Students ask and answer questions related to their health.

Materials Needed:

One large doll. Torn strips of material for "bandages." Illustrated or drawn pictures of idiomatic expressions.

Procedure:

- Using TPR, mimic the expressions incorporating body parts (e.g., "j'ai mal à la tête, aux dents, à la gorge").
- Students tell what part of the body hurts when the teacher touches that particular body part. Teacher reaffirms by saying, "J'ai mal à la tête."
- Using a large doll, students play the medical professional. Teacher (or another student) tells what the doll's problem is and the student wraps a bandage around the body part that hurts.
- Teach the idiomatic expressions dealing with body parts (see below) by acting out or using pictures.

Avoir une faim de loup
Ne pas être dans son assiette
Avoir une fièvre de cheval
Avoir un rhume
Avoir le nez qui coule
Avoir chaud, froid, faim, de la chance
Se lever du pied gauche
Tomber dans les pommes
Avoir un chat dans la gorge
Faire un froid de canard

- Students in pairs work on an A/B activity dealing with these expressions and body parts. Students must work together to see how each person feels that day (see example below).

Partner A

Lisette	
Paul et Monique	
Le prof	ne pas être dans son assiette
Jacques	avoir un faim de loup
Ta mère	se lever du pied gauche
Nous	

Partner B

Lisette	avoir un rhume
Paul et Monique	tomber dans les pommes
Le prof	
Jacques	
Ta mère	
Nous	avoir le nez qui coule

Assessment:

Students work alone or in small groups (their choice) and illustrate idiomatic expressions literally and then explain their true meaning.

Reflections and Comments:

Teacher's Notes:

Budding Musician

By Jo Garrison, Wake County

Language(s): All **Level:** Beginning, Grades 6-8

Time Needed: 2-3 45 minute periods

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 3 - Presentational Communication

- 3.01 Name and describe orally people, places, and things using every day words and phrases.
- 3.03 Give simple directions and commands orally and in writing.

Goal 5 - Comparisons

- 5.03 Recognize similarities and differences in the ways languages are written (e.g., alphabet/characters, punctuation, capitalization) in the target language and his/her own.
- 5.05 Identify connections among languages by recognizing cognates and loan words.

Goal 6 - Connections

- 6.02 Share information about topics from other disciplines in the target language.
- 6.03 Recognize and apply learning strategies and processes from other disciplines.

Goal 7 - Communities

- 7.02 Share knowledge of the target language and cultures with others.

Lesson Objective(s):

The learner will use numbers, the alphabet, and basic music vocabulary to create several measures of music.

Materials Needed:

Keyboard or other instruments which the students play. Sheet music.

Procedure:

Previously learned vocabulary "measure, notes, cleft, treble, bass."
Previously learned material: alphabet, numbers 1-10.

- Teacher draws a treble cleft on the board. Students who can read music volunteer to label the cleft.
- Practice labeling by the class, either teacher-directed or with a partner.
- Teacher presents whole note, 1/2 note, 1/4 note, 1/8 note concept in target language, showing number of beats per measure for 4/4 time, or 2/4 time.
- Practice counting notes, first as a class, then in groups, with 4/4 sheet music.
- Students write eight measures of music that are mathematically correct, but perhaps tonally random, and play and record them.
- Non-music students find a music reader who can play their song on an instrument and who makes possible modifications (e.g., sharps or flats).
- Compile a class tape and share with next year's class as examples of tunes.

Assessment:

Students write/tell about their song - creating a title, describing the beats and measures and describing their feelings.

Reflections and Comments:

Teachers who are unfamiliar with basic music theory should ask their music teacher to explain the concept of 1/2, 1/4, 1/8 and whole notes.

The lessons that occur prior to this are:

1. A pair work exercise with famous target language composers and their birthdays. Each student has half of the information and must ask his/her partner for the missing information (e.g., When is XXX 's birthday?)

2. Music appreciation using classical music (using adjectives and instrument names to comment on music).

Teacher's Notes:

"Le Métro"

By Lori Lokant, Winston-Salem/Forsyth Schools

Language(s): All **Level:** Beginning/Continuing, Grades 6-8

Time Needed: 2 class periods

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Listed objectives are for beginning sequence.

Goal 1 - Interpersonal Communication

1.05 Engage in conversation to exchange information about everyday topics.

Goal 2 - Interpretive Communication

2.01 Follow oral and written directions, commands, and requests.

2.06 Interpret phrases presented with accompanying gestures, intonations, and other visual or auditory cues.

Goal 3 - Presentational Communication

3.03 Give simple directions and commands orally and in writing.

Goal 5 - Comparisons

5.09 Recognize viewpoints and attitudes of people in both the target cultures and his/her own culture(s) relating to family, home, school, work, and play.

Lesson Objective(s):

Students will be able to buy a subway ticket, plan their route, and take a ride on the subway.

Materials Needed:

Metro station pictures, metro tickets, metro map.
Class set of metro maps.

Procedure:

- Using the Gouin method or TPR, teacher introduces going to the subway, buying a ticket, planning out your route.
- Students and teacher practice vocabulary (e.g., transfer, direction) needed for this activity.
- Students observe the teacher modeling (with the map) how to use the subway. Student-volunteer demonstrates in front of class.
- In pairs, students plan their trip according to a given scenario (e.g., From hotel X to the "Arc de Triomphe"). Volunteer-group reports to the class.
- Students brainstorm types of transportation and then discuss the ways that students in the US and in the target country use to go to school.

Assessment:

Students write out directions in the target language from location A to certain destination B. Their partner follows the directions and draws an X on the end destination. Students reverse roles.

Reflections and Comments:

This is easily connected to a unit on visiting the sights of a city.

Teacher' Notes:

Telling Time

By Sonya Stanley, Chris Filiaci, Beverly Holzhauser, Nuria Lopez,
Orange County

Language(s): All **Level:** Beginning, Grades 6-8

Time Needed: 55 minutes

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 1 - Interpersonal Communication

1.03 Ask and answer questions using learned materials orally and in writing.

1.05 Engage conversation to exchange information about everyday topics.

Goal 2 - Interpretive Communication

2.03 Identify key words and main idea(s) from simple oral and written passages.

2.04 Demonstrate understanding of oral and written questions about familiar topics.

2.06 Interpret phrases presented with accompanying gestures, intonations, and other visual or auditory cues.

Lesson Objective(s):

The learner will be able to understand and tell the time in the target language.

Materials and Resources Needed:

Clock, bell, flashcards with numbers, bingo sheets and chips, student handout with clocks on the sheet.

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Procedure:

Warm up/Review:

Review numbers through the use of flashcards, hand clap and rhythm, bingo or some other type of relay game.

Introduce the Lesson:

- Teacher refers to the clock and asks the question, "What time is it?" and then answers the question according to the time on the clock.

- After modeling several different times, teacher asks students to participate in choral responses to the question, "What time is it?" as the time on the clock is modified.

- Using a bell with chimes, teacher rings the bell and asks different students what time it is according to the number of chimes heard.

- Teacher involves the students in guided question about the time on the clock and students respond according to the time displayed on the clock.

- Teacher calls out the time and students locate that time on one of the clocks in their handouts.

Assessment:

Students draw the time they hear during an information gap activity.

Reflections and Comments:

Once this lesson has been mastered, students can move to advanced phrases (e.g., 24 hour-clock, quarter after, quarter till, half past).

Other follow-up activities using time in context could include:

- Telling time in different time zones (6.01).
- Working with a variety of schedules (e.g.,TV, school, trains).
- Working with situation cards.
- Exploring how different cultures express time (5.04).
- Introducing time abbreviations (5.03).

Teacher's Notes:

Going to the Restaurant

By Shirley McGillen, Caldwell County and Leyla A. Ogea, Alleghany County

Language(s): All **Level:** Beginning, Grades 6-8

Time Needed: 45 - 50 minutes

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 1 - Interpersonal Communication

1.02 Use basic words and short memorized phrases during interactions orally and in writing.

1.03 Ask and answer questions using learned materials orally and in writing.

1.05 Engage in conversation to exchange information about everyday topics.

Goal 3 - Presentational Communication

3.04 Present memorized materials such as poetry, rhymes, and skits.

Goal 4 - Cultures

4.03 Participate in activities and celebrations which are characteristic or young adolescents in the target cultures.

Lesson Objective(s):

Students will be able to order meals in a restaurant.

Materials Needed:

Props, table, chairs, plastic food, utensils, and table cloths.

Procedure:

Previously learned materials include a variety of food vocabulary, how to express likes and dislikes, and useful expressions for a restaurant scene.

- Review above information.

- Provide students with a rubric based on criteria such as speaking abilities, pronunciation, and use of vocabulary and expressions.
- Create a restaurant skit in small groups that will be videotaped in the upcoming days.
- Practice skit in front of the class.

Assessment:

Informal teacher observation
Teacher asks questions to students about peers' presentations.
Rubric used to assess oral presentation.

Reflections and Comments:

Tapes are presented in front of other grades and are shown during a PTO meeting.

Teacher's Notes:

In Style!

By Lori Lokant, Winston-Salem/Forsyth Schools

Language(s): All **Level:** Beginning, Grades 6-8

Time Needed: 45 minutes

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 1 - Interpersonal Communication

1.02 Use basic words and short memorized phrases during interactions orally and in writing.

1.05 Engage in conversation to exchange information about every day topics.

Goal 2 - Interpretive Communication

2.06 Interpret phrases presented with accompanying gestures, intonation, and other visual or auditory cues.

Goal 3 - Presentational Communication

3.04 Present memorized materials such as poetry, songs, rhymes, skits.

Goal 4 - Cultures

4.06 Explore practices and perspectives of contemporary life in the target cultures through print, non-print, electronic materials, and cultural artifacts.

Goal 5 - Comparisons

5.05 Identify connections among languages by recognizing cognates and loan words.

Goal 6 - Connections

6.01 Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.

Lesson Objective(s):

Students will be able to identify clothes using the target language. They will become familiar with the size system used in the target culture.

Materials Needed:

Clothing articles or pictures of clothes.
Clothes line or string on chalkboard.
Size chart.

Procedure:

- Teacher brings in a small suitcase filled with clothes which are used to introduce the vocabulary.

- Students practice saying each word. Teacher hangs the clothing items on the line after each repetition.

- Students are told that they are packing for a trip. They are asked to put the needed clothes on the line and put them in the suitcase as the items are called out. An alternative is for students to pick an item and to identify it in the target language as it is placed in the suitcase.

- Students make their own packing list for a trip making sure to pack the appropriate clothes for the weather corresponding to their destination.

- Discuss and show size charts and differences. Have students check the tongue on their shoes to find out their "other" sizes.

- Using realia magazines (or the Internet if accessible), ask students to pick an outfit they would like to buy, including their size in the target culture.

- Show a video of a Paris fashion show and ask the students to identify and describe what they have seen.

Assessment:

Listening and oral peer assessment: In pairs, student A calls out an article of clothing to pack in a suitcase and student B packs it. Then students switch roles.

In small groups (3 or 4), students prepare a fashion show in the target language and videotape it.

Reflections and Comments:

Teacher's Notes:

Little Chefs!

By Anne Thibodeau, Haywood County

Language(s): All **Level:** Beginning/Continuing, Grades 6-8

Time Needed: 45-50 minutes

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Listed objectives are for a beginning sequence

Goal 1 - Interpersonal Communication

1.03 Ask and answer questions using learned material orally and in writing.

Goal 2 - Interpretive Communication

2.04 Demonstrate understanding of oral and written questions about familiar topics.

Goal 3 - Presentational Communication

3.03 Give simple directions and commands orally and in writing.

3.04 Present memorized materials such as poetry, songs, rhymes, skits.

Goal 4 - Cultures

4.05 Identify important people and products of the target cultures.

Goal 5 - Comparisons

5.05 Identify connections among languages by recognizing cognates and loan words.

Goal 6 - Connections

6.01 Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.

Goal 7 - Communities

7.02 Share knowledge of the target language and cultures with others.

Lesson Objective(s):

Students will perform for a TV food show using metric measurements.

Materials Needed:

1. Simple recipes
2. Necessary ingredients and utensils
3. Measuring cups and scale in grams and US system
4. Video camera and tape
5. Access to a kitchen

Procedure:

Previous lesson:

Teacher shares simple dessert recipes from the target culture with students, introducing vocabulary for ingredients and basic cooking functions.

At this time, teacher shares the rubric which will be used to evaluate the videotaping of the presentations.

Class is divided into groups. Each group is assigned a recipe and required to bring the necessary ingredients and needed props for their recipe to the next class. Individual groups assign responsibilities and start planning what they will say and how they will say it.

Lesson

- Students present their recipe to the class in the target language, using the metric system, and converting it to US measurements. Individual presentations are videotaped for later viewing.

- Peers are encouraged to ask for clarification in the target language on procedure and used quantities if needed.

- Baked goods are shared with other teachers and/or parents.

Assessment:

A rubric is used to assess the video production including such criteria as participation, clarity of message, visual creativity, etc.

Reflections and Comments:

Possible extension activities include:

- Use videotape with other classes and/or send it to other foreign language classes outside the school.
- Compile recipes into a bilingual booklet to be shared with parents and/or other teachers.

Teacher's Notes:

Hide and Seek

By Anne Thibodeau, Haywood County

Language(s): All **Level:** Beginning/Continuing, Grade 6

Time Needed: 45-50 minutes

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Listed objectives are for a continuing sequence

Goal 1 - Interpersonal Communication

1.02 Exchange information by asking and answering questions orally and in writing.

Goal 2 - Interpretive Communication

2.02 Demonstrate understanding of familiar oral and written questions presented without visual cues or props.

2.03 Understand and follow oral and written directions, commands, and requests.

Goal 3 - Presentational Communication

3.07 Give directions or commands orally and in writing.

Lesson Objective(s):

Students will be able to describe the location of an object.

Materials Needed:

Paper and pencil. Objects (it is suggested to use something students can have fun with, e.g., stuffed animals, balls, plastic food).

Procedure:

- Teacher introduces prepositions (in, on top of, under, in front of, behind, beside) by placing objects in different locations around the room and modeling sentences for students.

- Teacher places objects around the classroom and asks students to say where they are with a complete sentence.
- Students close their eyes while teacher hides a particular object in the classroom. Students must ask questions to find out where the object is.
- Student who guesses where the object is, hides it and answers peer's questions about its location.

Assessment:

Students draw objects on a sheet of paper according to the teacher's instructions (e.g., Draw a desk, draw a pencil on top of the desk, draw a chair behind the desk).

Reflections and Comments:

Teacher's Notes:

Interior Designer

By Jo Garrison, Wake County

Language(s): German, French, Spanish **Level:** Continuing, Grades 6-8

Time Needed: 2-3 class periods

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 3 - Presentational Communication

3.02 Recombine known language to produce personalized statements.

Goal 6 - Connections

6.02 Share information with others about topics from other disciplines in the target language. (Life skills, career decisions, technology skills.)

6.03 Recognize and apply learning strategies and processes in the target language which can be used in other disciplines.

Lesson Objective(s):

The learner will be able to use house/furniture vocabulary as well as prepositions to describe a bedroom design which he/she hopes to "sell" to the "client" (the class).

Materials Needed:

1 template of room furniture
File cards and markers
Dollhouse* with furniture or overhead of room and furniture.

* Optional

Procedure:

Prior to the lesson:

- A visit by a real interior designer (probably English-speaking). He/she describes his/her job, color and pattern coordination, furniture placement, pricing of jobs.

- Students have designed and colored fabric swatches (e.g., file cards to look like fabric). They have designed a bedroom for their customer. This includes: fabric swatches, furniture placement and price.

- Students have viewed target language realia (magazines, advertisements, Internet sites) and identified similarities and differences between homes in the target culture and their own.

And/or

- Students have used Internet sites (English or target language) to price furniture.

Warm up:

- Use dollhouse (or overhead) to review prepositions and vocabulary, colors, etc.

Procedure:

Every student interior designer presents his/her room description to the class. Each student shows his/her design, describes the location of the furniture and the colors in the target language. The listeners fill in a chart concerning the presentation they've heard.

Assessment:

- Teachers give open-note test which asks questions (in the target language) about the presentations. Since students have taken notes on a chart similar to the one below, they may use the chart for their test while the teacher asks questions in the target language. Some sample questions might be: "How many windows did Sarah's room have? How much did Suzi charge for her work?"

In the target language:

Name of Students	Where is the bed?	How many windows/ doors?	What colors?	How much $	Adjectives to describe?

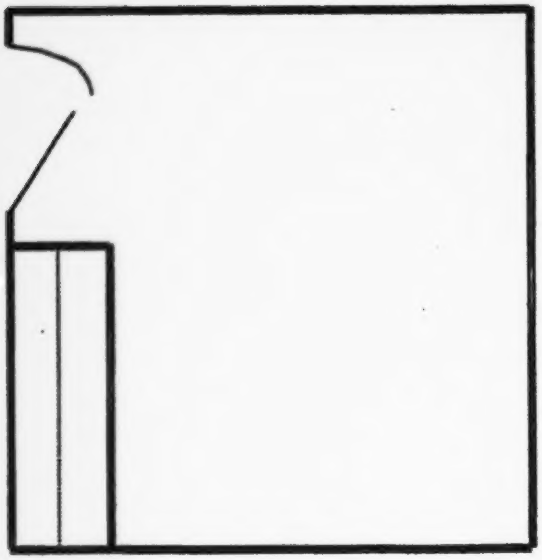
- Students make a House Plans magazine with their plans and send the magazine to the interior designer who returns it with comments.

Reflections and Comments:

Utilizes skills from Career Decisions Curriculum (goal 3) and Life Skills 2, 3, 4, 16, 17).

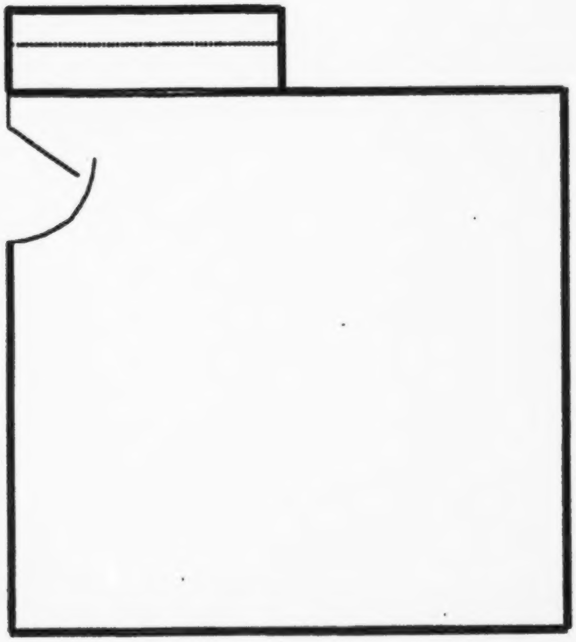
Teacher's Notes:

Bedrooms

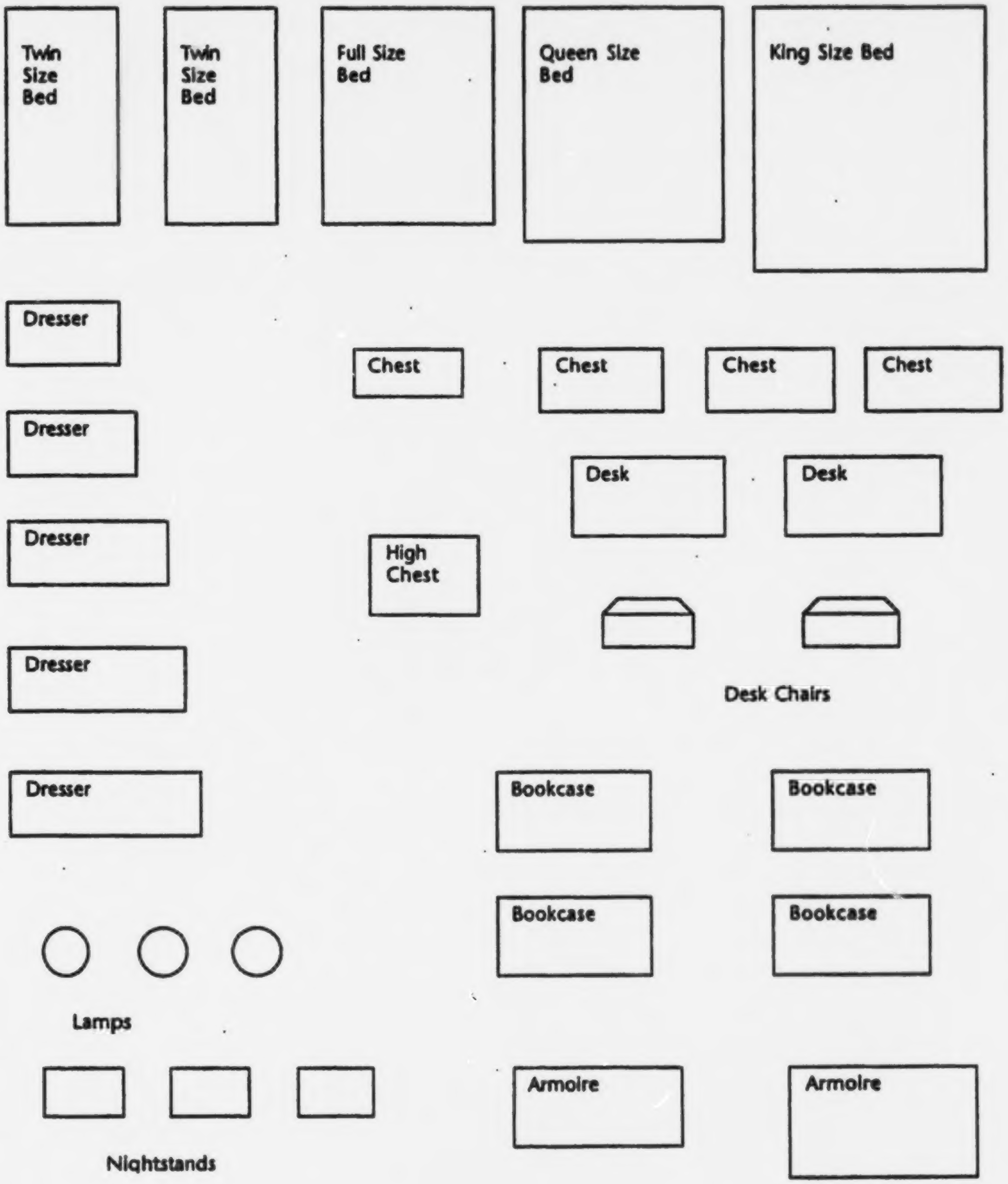


Bedroom #1
9'6" x 10'6"

Bedroom #2
13' X 11'6"



Bedroom Templates


Twin Size Bed
Twin Size Bed
Full Size Bed
Queen Size Bed
King Size Bed
Dresser
Chest
Chest
Chest
Chest
Dresser
Desk
Desk
Dresser
High Chest
Dresser
Desk Chairs
Dresser
Bookcase
Bookcase
Bookcase
Bookcase
Lamps
Armoire
Armoire
Nightstands

What do You Mean "Fat Tuesday"?

By Lisa Youngman, Chapel Hill/Carrboro Schools

Language(s): French **Level:** Continuing, Grades 6-8

Time Needed: 4 to 6 45 minute periods

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 1 - Interpersonal Communication

1.01 Communicate with others, using basic words and increasingly complex phrases and sentences moving beyond present tense.
1.02 Exchange information by asking and answering questions orally and in writing.

Goal 2 - Interpretive Communication

2.01 Demonstrate understanding of oral and written phrases and sentences from simple texts dealing with familiar topics.
2.04 Identify main idea(s) and some supporting details from oral and written passages selected from a variety of sources (e.g., books, videos, magazines, internet, radios).

Goal 3 - Presentational Communication

3.02 Recombine known language to produce personalized statements.
3.05 Summarize orally and in writing main idea(s) from selected materials.

Goal 4 - Cultures

4.03 Participate in activities and celebrations which are characteristic of young adolescents in the target cultures.

Goal 5 - Comparisons

5.04 Recognize words, phrases, idioms that do not translate directly from one language to another and their impact on communication.
5.05 Identify connections among languages by recognizing cognates and loan words.

5.09 Investigate the cultural traditions and celebrations that exist in the target cultures and other cultures and examine the viewpoints behind them.

Goal 6 - Connections

6.02 Share information with others about topics from other disciplines in the target language.

Goal 7 - Communities

7.01 Perform and/or participate in a school or community celebration or competition.

7.02 Share knowledge of the target language and cultures with others.

7.06 View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.

Lesson Objective(s):

Students will be able to research, write, and discuss in the target language the religious and fantastical significance of the French holiday, Mardi Gras.

Materials Needed:

Research materials: Teacher resources, library, magazines, Internet.
Poster board, markers, old magazines, scissors, glue, template of mask, colored paper (green, gold, purple).
Students may help bring in feathers, sequins, yarn, cloth scraps, roll of yarn.

Procedure:

Prior (1-2 days):

Students are given numbers on cards as they enter the room (1-5)
This divides the class into 5 groups. The groups will be divided by topics they will be researching. They are:

religious aspect (catholicism, Lent, Shrove Tuesday)
history (who started it, why?)
geography (where did it originate and who celebrates Mardi Gras)
food (what foods are prepared and why?)
themes (symbols, colors, prizes, masks, events)

Next day:

Students share information and collaborate to write a brief report in the target language. Some students work on the report and others in group work to create a poster displaying in some way what they have learned.

Next day: (1-2 days):
Each group presents in the target language to the class. One member becomes the teacher and asks questions to make certain that the information has been understood.

I ask the food and theme groups to present on the same day. Everyone works on a mask as that group explains the tradition and all partake of the King Cake at the end of class.

Assessment:

Posters should display clearly the information learned.
Presentations should be clear and easy to understand.
Check for accuracy of reports.
Group must ask questions which can be easily understood.

A rubric can be used to assess the different aspects of this project.

Reflections and Comments:

At the end of the unit, Mardi Gras has arrived. On that day, I choose a student or two to give a morning announcement over the P.A. system regarding the fact that the French students will be celebrating Mardi Gras or Fat Tuesday. If they want to know more about this French celebration, why students are wearing masks, why French students must be nice and serve the students who are wearing crowns, they must find and ask a French student.

Each class celebrates with masks, King Cakes, foil covered chocolates and plastic necklaces (thrown to the students who answer the teacher's questions about Mardi Gras in the target language).

I also give each student a note which says, "J'ai expliqué les traditions de Mardi Gras à ______." A student must explain briefly to an adult in the school what they have learned about Mardi Gras and the adult must sign the slip of paper. This paper can be used for extra points on a quiz. This involves the entire school. It also helps create interest in French. .

Teacher's Notes:

"Kaffeeklatsch"

By Jo Garrison, Wake County

Language(s): German **Level:** Continuing, Grades 6-8

Time Needed: 1-2 45 minute periods

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 1 - Interpersonal Communication

- 1.01 Communicate with others, using basic words and increasingly complex phrases and sentences moving beyond present tense.
- 1.02 Exchange information by asking and answering questions orally and in writing.
- 1.03 Share likes and dislikes, feelings and emotions with each other giving supporting information orally and in writing.
- 1.04 Engage in conversation about every day topics.
- 1.05 Use culturally acceptable vocabulary, idiomatic expressions, and gestures in conversation.

Goal 2 - Interpretive Communication

- 2.01 Demonstrate understanding of oral and written phrases and sentences from simple texts dealing with familiar topics.
- 2.02 Demonstrate understanding of familiar oral and written questions presented without visual cues or props.
- 2.03 Understand and follow oral and written directions, commands, and requests.
- 2.04 Identify main idea(s) and some supporting details from oral and written passages selected from a variety of sources (e.g., books, videos, magazines, internet, radios).

Goal 3 - Presentational Communication

- 3.02 Recombine known language to produce personalized statements.
- 3.03 Compose paragraphs related to personal experience.

Goal 4 - Cultures

4.01 Recognize and use age-appropriate cultural practices/behaviors in daily activities.

4.03 Participate in activities and celebrations which are characteristic of young adolescents in the target cultures.

4.07 Explore aspects of contemporary life in the target cultures through print, non-print, electronic materials, cultural artifacts, and/or interaction with people form those cultures.

Goal 5 - Comparisons

5.05 Identify connections among languages by recognizing cognates and loan words.

5.06 Continue to develop an appreciation for cultural differences by comparing patterns of behavior or interaction in various cultural settings including his/her own.

5.07 Demonstrate an awareness of his/her own culture based on comparisons of sample daily activities in the target cultures and his/her own culture.

Goal 6 - Connections

6.01 Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.

6.02 Share information with others about topics from other disciplines in the target language.

Goal 7 - Communities

7.02 Share knowledge of the target language and cultures with others.

7.04 Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.

7.06 View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.

Lesson Objective(s):

The learner will use food vocabulary (cooking, serving, table) to tell about a *Kaffeeklatsch* which he/she had at home.

Materials Needed:

Provide German recipes or Internet sites for recipes.

Procedure:

Prior to the lesson:

- In class, students learn how to read German recipes.
- At home, students:
  - bake 2 different German desserts from a German cookbook
  - fix coffee and whipped cream
  - decorate coffee table with tablecloth and flowers
  - serve family/friends *Kaffee*
  - document this with a camera
- Students write up a menu and recipes in German.
- Students label each photograph with brief sentences.
- Students use a rubric to self-assess their projects.

Lesson

- Teacher sets up the classroom for a *Kaffeeklatsch* for students to enjoy while making their presentations.
- Students make their presentations about their *Kaffeeklatsch* in German.
- Non-presenters fill in an information chart after each presentation in order to keep notes on the presentations. They may also ask questions.

Assessment:

- Teacher gives and open-note test (with information chart) to ask questions about individual presentations.
- Final copy of the project in report form with pictures included.
- Venn diagram comparing *Kaffeeklatsch* in Europe and snack time here.

Reflections and Comments:

For extension activities:

- Students can give their guests comment cards to fill out and the information can be included in their presentations. (What was the food like? How were the recipes similar/different from others you have tried? How was the presentation of the food?)
- Students can write to a German restaurant and request recipes.
- Students can collect recipes and make a class cookbook as a gift for family and friends.

- Students can make a Power Point presentation with their information.

Questions to Be Included in the Information Chart:

What did the student cook?	How many people did he/she serve?	What was her favorite recipe and why?	What did he/she use to decorate the table?	Why was the presentation good?

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Picassito/Petit Monet

By Beth Carr, Wake County, and Lisa Youngman, Chapel Hill/Carrboro Schools

Language(s): Spanish and French (adaptable to others) **Level:** Continuing, Grades 6-8

Time Needed: 2 45-minute class periods

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 1 - Interpersonal Communication

1.03 Share likes and dislikes, feelings and emotions with each other giving supporting information orally and in writing.

Goal 3 - Presentational Communication

3.02 Recombine known language to produce personalized statements.

3.04 Compose short messages, announcements, advertisements, postcards, and simple letters.

3.05 Summarize orally and in writing main idea(s) from selected material.

Goal 4 - Cultures

4.04 Demonstrate understanding of the target cultures through a variety of literary genres and the arts.

Goal 5 - Comparisons

5.02 Compare and contrast structural patterns in the target language and his/her own language(s).

Goal 6 - Connections

6.01 Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.

6.02 Share information with others about topics from other disciplines in the target language.

Lesson Objective(s):

Students will create and present a work of art using themes and styles of a famous artist from the target culture.

Materials Needed:

Prints of artist's work
Research materials (print, Internet)
Paper and poster board
Markers, crayons, colored pencils
Scissors
Glue sticks

Procedure:

Prior to day 1 of this 2-day lesson, students will:

1. Review and expand color vocabulary.

2. Review adjective agreement and placement.

3. Research artist in print, on Internet to collect biographical information and representative works. Share findings with the class.

4. Discuss and describe representative works of artist.

5. If possible, visit a museum (field trip or individual visits) to experience real works and professional guide descriptions (see Teacher's Notes at end of lesson).

For homework, students are told to have in mind a design for a work reflecting artist's themes and styles and to do a rough sketch.

Day 1

- Students and teacher display prints/photos of artist's works in class.

- Students work in groups to create a piece of art (collage perhaps) using themes and styles from the artist's works. Students bring their rough sketches to the group as a starting point to generate ideas.

- Each group brainstorms vocabulary list needed for description. Groups write a description of the created work, incorporating objects and colors used and vocabulary generated during the previous activity.

Day 2

- Students present their art to the class, sharing their product and describing it by staging an art show with group art displayed around the room. One person from each group is the docent describing the work. Other students move from picture to picture to hear the descriptions of the other docents. More proficient students can expand on their descriptions to include inspiration, symbolism, etc.

Assessment:

Group products are assessed according to a rubric shared with the students at the beginning of the project.

- Work of art: reflects theme, style of artist, evidence of group effort
- Written description: sentence structure, noun-adjective agreement, grammatical structure, word choice.

Reflections and Comments:

Sharing of research on artist is in English with lower levels; however, target language is used as much as possible with more advanced levels. Oral description of artist's works is done in the target language.

Trip to museum may be a culmination activity to be done at the end of this lesson.

Teacher's Notes:

Special recognition for this lesson is given to Jennifer Craig.

Reading Strategies

By Lisa Youngman, Chapel Hill/Carrboro Schools

Language(s): All **Level:** Continuing, Grades 6-8

Time Needed: 45 minutes

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 1 - Interpersonal Communication

1.02 Exchange information by asking and answering questions orally and in writing.

Goal 2 - Interpretive Communication

2.01 Demonstrate understanding of oral and written phrases and sentences from simple passages dealing with familiar topics.
2.02 Demonstrate understanding of familiar oral and written questions.
2.04 Identify main idea(s) and some supporting details from oral and written passages selected from a variety of sources (e.g., books, videos, magazines, internet, radios).
2.05 Make inferences, predict outcomes, and draw conclusions from oral and written passages.

Goal 3 - Presentational Communication

3.02 Recombine known language to produce personalized statements.
3.05 Summarize orally and in writing main idea(s) from selected material.
3.06 Tell or retell a story orally or in writing.

Goal 5 - Comparisons

5.03 Develop an awareness of the similarities and differences of familiar genres of written texts (e.g., simple poems, letter writing) in the target language and his/her own.
5.05 Identify connections among languages by recognizing cognates and loan words.

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Goal 6 - Connections

6.04 Develop learning strategies in the target language which can be used in other disciplines.

Lesson Objective(s):

Students will be able to develop and/or apply reading strategies to help them understand a reading assignment.

Materials Needed:

A short literary passage in the target language.

Procedure:

Pre-Reading

- Students do a K-W-L chart about the topic. (What they know about the topic. What they think they will learn in the selection. What they learned in the selection and how it fits in what they thought they were going to learn).

K (What they know)	W (What they think they will learn)	L (What they actually learned and how it matched the second column)

- Students scan for cognates and loan words. They look up bolded words found at the bottom of the page.

- Students go over questions which are provided at the end of the selection to help them anticipate information found in the text.

Reading

- Students read the selection. To attack words they do not know, they may skip over them, substitute words which fit, look words up in a dictionary, etc.

Postreading

- Students discuss the story with the teacher by graphically organizing the details of the story. (If graphic organizers are new to students this activity is conducted on the board by the teacher otherwise, students can choose their own graphic organizer.) They can use timelines, cause and effect, compare and contrast, Venn diagrams, and others.

Homework

Students are now ready to answer fact-based questions and/or questions dealing with inferences and higher-level thinking. Students go back to their original K-W-L and complete the diagram with the information they have learned.

Assessment:

Reflections and Comments:

These strategies can be applied with any written text.

Teacher's Notes:

Writing Prompt - "An Ideal Friend"

By Lisa Youngman, Chapel Hill/Carrboro Schools

Language(s): All **Level:** Continuing, Grades 6-8

Time Needed: 45 minutes

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 1 - Interpersonal Communication

1.02 Exchange information by asking and answering questions orally and in writing.
1.03 Share likes and dislikes, feelings and emotions with each other giving supporting information orally and in writing.

Goal 2 - Interpretive Communication

2.02 Demonstrate understanding of familiar oral and written questions.
2.05 Make inferences, predict outcomes, and draw conclusions from oral and written passages.

Goal 3 - Presentational Communication

3.02 Recombine known language to produce personalized statements.
3.03 Compose paragraphs related to personal experience.

Goal 5 - Comparisons

5.02 Compare and contrast structural patterns in the target language and his/her own language(s).

Goal 6 - Connections

6.04 Develop learning strategies in the target language which can be used in other disciplines.

Lesson Objective(s):

Students will be able to brainstorm for vocabulary in order to form a composition.

Materials Needed:

Paper, dictionaries, pen/pencil.

Procedure:

- Students are divided into groups.
- Each person is to make a list based on the category he/she is given by teacher (nouns, adjectives, verbs, etc.).
- Students can share their lists with their group.
- All members of the group help write the requested composition. (This time it is "An Ideal Friend" but it could be any topic.)
- Members of each group are given specific jobs (conductor - keeps people on task; scribe - writes all; editor - checks spelling and tenses; gopher - gets needed items, looks up words).
- Conductor reads composition orally to the class. Other groups must take notes. Teacher asks questions to the class regarding what was read.
- At the end of the class, teacher picks up all the stories and assigns homework, "Write a short composition describing your best friend. Why are you friends? Would you describe him/her as an ideal friend?"

Assessment:

Ask to see the students brainstorming notes used in planning their homework assignment.

Rate the paragraph according to a rubric with specified criteria such as story flow, accuracy, comprehensibility, and use of strategies.

Reflections and Comments:

Teacher's Notes:

"Mi Criatura" or What a Body!

By Beth Carr, Wake County and Lisa Youngman, Chapel Hill-Carrboro

Language(s): Spanish (adaptable to others) **Level:** Continuing, Grades 6-8

Time Needed: 2 class periods (45 minutes each)

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 1 - Interpersonal Communication

1.01 Communicate with others, using basic words and increasingly complex phrases and sentences moving beyond present time.

Goal 2 - Interpretive Communication

2.02 Demonstrate understanding of familiar oral and written questions.

Goal 3 - Presentational Communication

3.02 Recombine known language to produce personalized statements.

Lesson Objective(s):

Students will be able to describe a body in Spanish, orally and in writing, and draw a body from an oral description in Spanish.

Materials Needed:

"El cuerpo": vocabulary list with illustration to label.
Warm-up songs (on board or overhead)
Unlined paper
Teacher-prepared "criatura" (drawing or illustration and written description)

Procedure:

Day 1

Day 1 follows initial introduction of body vocabulary.

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- Warm-up. Students sing "Cabeza-hombros-rodillas-pies" (Head-shoulders-knees-feet) with accompanying motions. (To tune of "Heads, Shoulders, Knees, and Toes" with same motions.)

- Teacher models "Mi criatura" activity.
  Teacher reads aloud a description of a "criatura" that he/she has already drawn. (You may use a photo or a picture. The more fantastical, the better!) "My Ramón has 2 heads, 6 fingers on each of the 4 hands, duck feet, etc." Teacher's description is carefully prepared and sequenced so that students can draw the "criatura" from the oral description only.

- Students compare their drawings to the teacher's illustration.

- Class brainstorms vocabulary (in addition to body vocabulary) that students will need to describe the "criaturas" they will create. Teacher will guide this brainstorming to include vocabulary such as:
  a la izquierda
  a la derecha
  encima de
  debajo de
  en el centro
  largo
  corto
  rizado
  gordo
  delgado
  frenos
  anteojos
  bigote
  cola
  lacio

- Students begin drawing their "criaturas" taking care not to share with classmates. No peeking.

- For homework, students complete their illustration. They label their "criatura" in Spanish with at least 10 body parts. They prepare a written description to read aloud to classmates on day 2.

Day 2

- Warm-up song "La cabeza" to the tune of "Alouette"
  La cabeza, me duele la cabeza
  La cabeza, llámate al doctor
  La cabeza, la cabeza, aaa
  (Teacher points to a student to do next verse with a different body part; student points to another student for third verse and so on. Class joins in as soon as body part is named.)

- Students silently read/proof written "criatura" descriptions and ask questions of teacher as needed to complete or clarify descriptions.

- Students volunteer to read descriptions; classmates draw "criaturas" from oral descriptions. Classmates compare their drawing to the speaker's original.

- Self-check for mastery of vocabulary: Students label body illustration on a worksheet in Spanish from memory first then complete the labeling using notes.

Assessment:

- "Mi criatura" illustration, labeled in Spanish.

- Written description rated according to a rubric (sufficient details, correct sentence structure, logical sequence).

- Oral presentation with bonus points to students having the most number of classmates' drawings similar to the original.

- A quiz asking students to label illustration of a body in Spanish, match body parts with activities, and match oral descriptions with body illustrations.

Reflections and Comments:

Prior to day 1 of lesson: Students will learn and practice body vocabulary. Suggested activities:

1) Students label illustration of body as the teacher labels and talks about the same illustration on overhead, avoiding the use of English.

2) Students match body parts with related activities, e.g., "ojos - ver/boca - comer y hablar," etc..

As a follow-up, the "criaturas" can be displayed in the classroom, in a hallway, or in a common area in school.

Teacher' s Notes:

The Virtual Museum

By Lori Lokant, Winston-Salem/Forsyth Schools

Language(s): All **Level:** Continuing, Grades 7-8

Time Needed: 1-2 class periods

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 1 - Interpersonal Communication

1.01 Communicate with others, using basic words and increasingly complex phrases and sentences moving beyond present time.

1.02 Exchange information by asking and answering questions orally and in writing.

Goal 2 - Interpretive Communication

2.01 Demonstrate understanding of oral and written phrases and sentences from simple passages dealing with familiar topics.

2.03 Understand and follow oral and written directions, commands, and requests stated without visual cues or props.

Goal 3 - Presentational Communication

3.04 Compose short messages, announcements, advertisements, postcards, and simple letters.

Goal 4 - Cultures

4.04 Demonstrate understanding of the target cultures trough a variety of literary genres and the arts.

Goal 6 - Connections

6.01 Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.

6.02 Share information with others about topics from other disciplines in the target language.

Goal 7 - Communities

7.04 Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.

Lesson Objective(s):

Students will be able to recognize and discuss similarities and differences among "master" artists.

Materials Needed:

"Tour Guide" paper
Computer with Internet connection

Procedure:

- Before class, locate and bookmark the on-line museum site (Louvre, Orsay, Prado, etc.).
- Review previously learned information about painters with the class as a warm-up activity.
- Pair students or put them in small groups.
- Hand out "Tour Guide."
- Students log onto the site and take a virtual tour with their "Tour Guide."

"Tour Guide" Sheet

1. Get directions from your hotel to the museum using public transportation - metro or bus - and plan your route.
2. Find out days and times of museum opening and cost of ticket.
3. Get a map of the museum and visit the gallery.
4. Find a painting by ______(name 2 or 3 artists).
5. Describe the paintings in the target language.

6. Compare and contrast the paintings with your partner.
7. Buy a souvenir at the gift shop.
8. Send your teacher an e-mail describing your visit. Be specific. Include what you have seen, what you like/do not like. Use present and past tenses.

Assessment:

Upon completion of the tour, students will e-mail the teacher a virtual postcard "purchased" at the museum. The teacher can print and display them.

Reflections and Comments:

This lesson is part of a mini unit on cultural activities and art appreciation. Students have previously learned about artists and their genre, necessary vocabulary, and seen some examples of artists' works.

Museums can be accessed using a keyboard search (e.g., Prado). Sites are available in the target language.

Extension: Goal 7 - Communities
Students visit a local museum and apply what they have learned.

Teacher' s Notes:

Who Am I? Who Are You?
Getting Started With Pen Pals

By Beth Carr, Wake County

Language(s): All **Levels:** Continuing, Grades 7-8

Time Needed: 2 class periods (1 full class, 2 half classes)

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 1 - Interpersonal Communication

1.01 Communicate with others, using basic words and increasingly complex phrases and sentences moving beyond present time.

1.02 Exchange information by asking and answering questions orally and in writing.

1.03 Share likes and dislikes, feelings and emotions with each other giving supporting information orally and in writing.

Goal 2 - Interpretive Communication

2.01 Demonstrate understanding of oral and written phrases and sentences from simple passages dealing with familiar topics.

Goal 3 - Presentational Communication

3.02 Recombine known language to produce personalized statements.

3.04 Compose short messages, announcements, advertisements, postcards, and simple letters.

Goal 7 - Communities

7.02 Share knowledge of the target language and cultures with others.

Lesson Objective(s):

Students will be able to write in the target language to pen pals or e-pals in a "sister" school. Students will be able to use self-editing and/or peer-editing skills.

Materials Needed:

Biopoem format with example (See Teacher's Notes at end of lesson.)
Dictionaries
"Sister" class of same-level target language (local or in another part of the US) or a "sister class" in target language country
Computer lab/internet access (optional)
Videoconferencing capability between schools (e.g., CUSeeMe) (Optional)

Procedure:

Prior to Day 1: Teacher makes contact with "sister" school (local or in another part of the US, or abroad) and shares biopoem format. Teachers agree on a date to exchange the students' poems.

Day 1:
Students write biopoems to introduce themselves to classmates in sister school.

Day 2: (1/2 class - ~20 minutes)
Students work in pairs to peer edit poems. Students revise the poems as needed and turn in their work. (Teacher reads the poems, writes comments, and edits as needed before the next class.)

Day 3: (1/2 class - ~ 20 minutes)
Students word process poems in computer lab and save to disk for teacher to print out to mail or to send via e-mail to sister class.

Assessment:

Biopoem – evaluated for content, structure, evidence of editing and revision and peer/teacher feedback.

Reflections and Comments:

Follow-up: Students receive biopoems from sister school, share and read all the poems; each student chooses a student to respond to. Penpal and e-pal activity becomes ongoing throughout the year. Teacher schedules computer-lab time as needed. If possible the culminating activity can be a videoconference (CU SeeMe) with conversation topics and questions shared between classes prior to videoconference. If schools are close to each other, option can be to arrange after-school get-together at one of the schools – with target culture snacks and target language conversation.

If you are fortunate to find a sister school in target language country, consider exchanging videotapes or perhaps arranging visitation programs.

Teacher's Notes:

Poema Biográfico

Línea 1:	Tu primer nombre (nombre de pila)
Línea 2:	Cuatro adjetivos (de personalidad o de características físicas) que te describen
Línea 3	Hijo(a) de ... (or Hermano(a) de..../Amigo(a) de...)
Línea 4	Aficionado(a) a ...(3 personas, cosas, ideas)
Línea 5	Que siente...(3 emociones)
Línea 6	Que necesita (3 cosas o personas)
Línea 7	Que da (3 cosas)
Línea 8	Que teme (temer - tener miedo de)...(3 cosas)
Línea 9	Que quisiera ver...(3 cosas)
Línea 10	Residente de...(tu ciudad y estado o pais)
Línea 11	Tu apellido

Un ejemplo:
Isabel
Alta, morena, generosa, diligente
Esposa de Tim, madre de Erin y David, maestra de unos estudiantes fabulosos
Aficionada a los Diablos Azules de Duke, la risa de niños, y la comida mexicana
Que siente alegre con su familia, contenta al leer un libro muy bueno, y a veces confundida de las computadoras
Que necesita enseñar, aprender, y estar en un ambiente caluroso
Que da amistad, sonrisas, y segundas oportunidades
Que teme a las personas crueles, los efectos debilitantes de la pobreza, y las arañas
Que quisiera ver paz por el mundo entero, respeto de todos para todos, y Barcelona
Residente del pueblo de Cary en el estado de la Carolina del Norte, EE.UU.
Carr

"L'Avare"

By Lori Lokant, Winston-Salem/Forsyth Schools

Language(s): French **Level:** Continuing, Grades 7-8

Time Needed: 2 class periods (45 minutes each)

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 1 - Interpersonal Communication

- 1.01 Communicate with others, using basic words and increasingly complex phrases and sentences moving beyond present time.
- 1.03 Share likes and dislikes, feelings and emotions with each other giving supporting information orally and in writing.

Goal 2 - Interpretive Communication

- 2.04 Identify main idea(s) and some supporting details from oral and written passages selected from a variety of sources (e.g., books, videos, magazines, Internet, radios).
- 2.05 Make inferences, predict outcomes, and draw conclusions from oral and written passages.

Goal 3 - Presentational Communication

- 3.01 Present skits, poetry, and songs.
- 3.04 Compose short messages, announcements, advertisements, postcards, and simple letters.
- 3.05 Summarize orally and in writing main idea(s) from selected material.
- 3.06 Tell or retell a story orally or in writing.

Goal 4 - Cultures

- 4.04 Demonstrate understanding of the target cultures trough a variety of literary genres and the arts.
- 4.06 Identify important individuals from the past and present their contributions to the target cultures.

Goal 6 - Connections

6.02 Share information with others about topics from other disciplines in the target language.

6.03 Recognize and apply learning strategies and processes from other disciplines.

Goal 7 - Communities

7.02 Share knowledge of the target language and cultures with others.

7.04 Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.

7.06 View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.

Lesson Objective(s):

Students will become familiar with Molière and "L'Avare" and will be able to share their knowledge with the community.

Materials Needed:

Playbill from the theater
Advertisement for a play
Molière's "L'Avare"
Video of "L'Avare"

Procedure:

Previous lesson: students have learned about the "cinéma" and the different types of movies - "comédie, aventure," etc.

- Review movie vocabulary by asking students to think of 3 or 4 movies they have seen. Ask them to categorize the movies by type. Then, have the students share what type of movie they prefer, what they saw recently.

- Introduce "le théâtre" vocabulary using a playbill.

- Students compare and contrast "le cinéma" with "le théâtre" using a graphic organizer.

- Teacher introduces Molière by showing his picture and a copy of his play, "L'Avare" (or another one), and talks a little about the "Comédie Française."

- Students conduct research in small groups on Molière and create a graphic organizer with the information they have found.

- Teacher shows the video of act I or II of Molière's "L'Avare."

- Students work in small groups and write a continuation of the play (their own version).

- Students present their "acts" for the class in French.

- Using reading strategies such as cognates, pre reading, students read a small excerpt from "L'Avare."

- Students attend a performance of "L'Avare" (or other plays by Molière).

Assessment:

Students show graphically similarities and differences between their version of "L'Avare" and the original.

Students explain the story of "L'Avare" in writing or orally in French.

Reflections and Comments:

The National Theater tours the country every year and performs twice a year in each city. They usually perform one Molière's play per year.

As a follow-up, students can present their acts for the elementary schools and PTSA meetings.

Teacher's Notes:

Interview With a Famous Person

By Anne B. Thibodeau, Haywood County Schools

Language(s): All **Level:** Continuing, Grade 8

Time Needed: 90 minutes

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 1 - Interpersonal Communication

1.02 Exchange information by asking and answering questions orally and in writing.

Goal 3 - Presentational Communication

3.01 Present skits, poetry, and songs.

Goal 4 - Cultures

4.06 Identify important individuals from the past and present and their contributions to the target cultures.

4.07 Explore aspects of contemporary life in the target cultures through print, non-print, electronic materials, cultural artifacts, and/or interaction with people from those cultures.

Lesson Objective(s):

Students will prepare and present a TV interview with a famous person of the target culture.

Materials Needed:

Paper, pencil, video camera, video tape, TV, VCR, copies of rubric to be used for assessment of each student.

Procedure:

- Students are placed in groups of 2 or 3, one of them impersonating a famous individual person of a target culture from the past or the present. The other one (or two) playing the part of the journalist(s) with the task of interviewing him/her.

- All students in the group are involved in researching the personality - through print, non-print and/or electronic means, and preparing the questions for the interview.

- Students enact their interviews in front of the class. Presentations are videotaped and shared with other students/ classes.

Assessment:

Rubric evaluating the different components of the presentation (e.g., level of language, pronunciation, preparedness, originality) to be used by the teacher and/or the students for self or peer assessment.

Reflections and Comments:

Students like to mock authentic TV shows and can be encouraged to prepare props that will enliven their presentation. It is recommended that the famous person be impersonated by a stronger student. Students who are not as comfortable presenting skits can "cheat" with index cards containing notes for the interview.

Also for higher level students, it might not be necessary to let the interviewee be part of the preparation of all the questions. There can be some surprise questions, but the producer (teacher!) should be aware of them.

Teacher's Notes:

Geometry Fun

By Birgitta Mc Galliard, Caldwell County

Language(s): All **Level:** Exploratory, Grade 6

Time Needed: 45 minutes

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 1 - Interpersonal Communication

1.02 Use basic words and short memorized phrases during interactions orally and in writing.

Goal 2 - Interpretive Communication

2.01 Follow selected oral and written directions, commands.

Goal 5 - Comparisons

5.02 Recognize similarities and differences in the ways languages are written (e.g., alphabet/characters, symbols) in the target language and his/her own language(s).

5.04 Identify connections among languages by recognizing cognates and loan words.

Goal 6 - Connections

6.01 Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.

Lesson Objective(s):

Students will be able to identify geometric shapes in the target language and will be able to qualify the shape with a color.

Materials Needed:

Enough different colored stretch fabric (T-shirt material is perfect) cut into 2"pieces (with ends tied together to form a circle or an uninterrupted stretch band for each student in the class).

Students' bands should be of different colors to allow for students with same color bands to demonstrate some of the shapes.

Procedure:

- Teacher identifies the shapes in the target language using the blackboard or the overhead and points to the similarity of words between the two languages.

- Teacher demonstrates the shape by using the stretch fabric and his/her body parts (e.g., this can be done by putting the stretch band under his/her feet and stretching the band with his/her hands and raising arms to shoulder height, thus forming a triangle).

- A student volunteer will then be asked to form another shape such as a diamond.

- All students should then be given a band and asked to form certain shapes. "Make a circle, make a triangle," etc.

- A student volunteer gives the commands to the rest of the class.

- Teacher adds a color word to the shape and tells the students with the "red band to form a red triangle," etc. After practicing with a variety of shapes and colors, a volunteer calls out the shapes and colors.

- Students make inferences about the word order and compare with their own language. If time allows, they brainstorm other occasions they have encountered where the word order varies.

Assessment:

Teacher writes the name of each shape taught followed by the color words used on an index card. Each student comes up, pulls a card, and gives it to the teacher who reads it and tells the student what to form. The student demonstrates his/her understanding by picking up the appropriate colored stretch band and forming the specified shape.

Reflections and Comments:

Teacher's Notes:

Locating Countries

By Birgitta Mc Galliard, Caldwell County, Sherrill Pugh, Johnston County, and Anne Thibodeau, Haywood County

Language(s): All **Level:** Exploratory, Grades 6-7

Time Needed: 45 - 50 minutes

Targeted Goals and Objectives from the Revised Second Language Standard Course of Study:

Goal 2 - Interpretive Communication

2.01 Follow selected oral and written directions and commands.

2.02 Demonstrate understanding of learned/familiar words, phrases, and sentences from simple oral or written passages (e.g., announcements, advertisements, ads) about basic personal needs.

Goal 4 - Cultures

4.04 Demonstrate an awareness of the different target countries by locating them on a map or globe.

Goal 6 - Connections

6.01 Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.

Lesson Objective(s):

Students will be able to locate countries on a map and understand and use the names of the countries in the target language.

Materials Needed:

Maps with longitude and latitude. Magic markers or colored pencils. Blank map.

Prodedure:

- Students are provided with personal maps with identified countries and indication of longitudes and latitudes.

- Teacher reminds the students of the definition of "longitude" and "latitude."
- Students listen to longitudes and latitudes called out by the teacher first, then by students, and locate the corresponding country.
- Teacher calls out names of countries using the target language and students locate the countries by pointing to them on the map.
- Students color the country according to instructions from the teacher (e.g., "Color Germany in blue.")
- Students choose or are assigned a country. Using TPR, students make a physical representation of countries responding to the teacher's instructions (e.g., "Germany, stand to the left of France.")

Assessment:

Students are given a blank map and a list of countries in the target language and they label the map.

Reflections and Comments:

It is recommended that teachers select a manageable number of countries. (The number of available crayons in the box might determine the number of countries !!!)

This lesson could be used as the introduction to a unit on a specific country. It is suggested that sixth grade teachers teach countries in Europe and seventh grade teachers teach countries in Africa and Asia to correspond with the social studies curriculum at those grade levels.

Teacher's Notes:

Sending the Very Best in Any Language!

By Birgitta Mc Galliard, Caldwell County, Sherrill Pugh, Johnston County,
Anne Thibodeau, Haywood County

Language(s): All **Level:** Exploratory, Grades 6-8

Time Needed: 2 45-50 minute-periods

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 3 - Presentational Communication

3.02 Present memorized materials such as poetry, rhymes, songs, skits.

Goal 5 - Comparisons

5.02 Recognize similarities and differences in the ways languages are written (e.g., alphabet/characters, symbols) in the target language and his/her own language.

5.03 Develop an awareness that there are words, phrases, and idioms that do not translate directly from one language to another.

5.04 Identify connections among languages by recognizing cognates and loan words.

5.06 Identify similarities and differences of tangible and intangible products (e.g., food, dwellings, music, sports, clothing) between the target cultures and his/her own culture(s) in English.

Goal 6 - Connections

6.01 Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.

Goal 7 - Communities

7.02 Share knowledge of the target language and cultures with others.

Lesson Objective(s):

Students will create greeting cards for a special occasion (holidays, birthdays, etc.) to be sent to outside people (e.g., nursing homes, hospices, children's hospitals, other teachers).

Materials Needed:

Computer, desktop publishing, software, construction paper, crayons, scissors, glue, magazine cut-outs, envelopes.

Procedure:

- The teacher shares sample cards, preferably authentic, computer-generated, or created by former students.
- Students look at graphics and words for commonalities and differences between the sample cards and the cards in their own language.
- The class generates a list of possible expressions to be used in the cards.
- The teacher supplies additional expressions as needed.
- Students start creating their cards. This may go into a second day.
- Before sending the cards, students share their products with each other.
- Students send or deliver the cards to the identified recipients.

Assessment:

Rubric including such criteria as: creativity, participation, completeness of project, neatness of project, accuracy of message.

Reflections and Comments:

This activity can be repeated for a number of occasions throughout the year.

Teacher's Notes:

Hello!

By Anne Thibodeau, Haywood County

Language(s): All **Level:** Exploratory, Grades 6-8

Time Needed: 30-45 minutes

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 1 - Interpersonal Communication

1.01 Interact with teachers and others using greetings, farewells, and expressions of courtesy orally and in writing.

1.02 Use basic words and short memorized phrases during interactions orally and in writing.

Goal 2 - Interpretive Communication

2.02 Demonstrate understanding of learned/familiar words, phrases, and sentences from simple oral or written passages (e.g., announcements, advertisements, etc.) about basic personal needs.

Goal 4 - Cultures

4.01 Recognize and use selected non-verbal gestures of the target cultures.

4.02 Recognize and use common verbal everyday greetings of the target cultures.

Goal 5 - Comparisons

5.05 Develop an awareness that people's behaviors may vary according to their culture.

Lesson Objective(s):

Students are introduced to greetings in the target language and learn to use them.

Materials and Resources Needed:

A segment of a movie/video in the target language which includes a scene with greetings (handshake, kiss on the cheek, bow). A prop box (costumes, hats, name tags, etc.).

Procedure:

- View segment of the video.
- Explore the differences in the use of gestures using Venn diagram and compare with the way Americans greet each other. Reflect on the reasons for different gestures (English).
- Repeat and rehearse vocabulary and gestures.
- Role play using props and establishing different social settings.

Assessment:

Teacher observation using a checklist. Students, in groups, greet one another using culturally acceptable greetings and gestures according to a given situation.

Reflections and Comments:

The purpose of this lesson is to lead students to understand that the gestures used in the target culture are not inappropriate.

Follow-up activities could include:

- Present students with scenarios of cultural faux pas and have them evaluate what is wrong with the scenario.
- Fill-in thought bubbles with appropriate vocabulary.
- Sequence and match pictures with words.

Teacher's Notes:

Follow the Way

By Birgitta Mc Galliard, Caldwell County, Sherrill Pugh, Johnston County,
and Anne Thibodeau, Haywood County

Language(s): All **Level:** Exploratory, Grades 6-8

Time Needed: 45-50 minutes

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 1 - Interpersonal Communication

1.02 Use basic words and short memorized phrases during interactions orally and in writing.

Goal 2 - Interpretive Communication

2.01 Follow selected oral and written directions and commands.

Lesson Objective(s):

Students will understand and use the following directions "Go straight, turn left, turn right, stop, go back."

Materials Needed:

Roll of masking tape or chalk. Blindfold (optional).

Procedure:

- Use tape or chalk to divide the space available (classroom, gym, parking lot) into identifiable areas. Be sure to allot sufficient space for the movement of students.
- In the target language, assign students to a specific area.
- Present vocabulary to students orally or/and in writing.
- Model the directions around the designated areas.

- Have students follow directions without moving out of their designated area for practice.
- Ask selected students to give directions to their peers.
- Divide students in groups of 4/5 and have them take turns giving directions to each other.

Assessment:

- Teacher's observation of students' ability to move as instructed.
- Checklist or grid listing commands across the top and students' names going down. Checkmarks are placed as students give or are given commands.
- Whole class assessment as students draw arrows on paper according to the directions they hear.

Reflections and Comments:

The number of directions can vary according to the level of students, the number of students, and/or the time frame.

Extension activities could include:

- giving directions to a specific place, orally or in writing
- finding their way to a specific place on a map according to oral or written directions

Teacher's Notes:

Working With Poems or Rhymes

By Sherrill Pugh, Johnston County

Language(s): Spanish **Level:** Exploratory, Grades 6-8

Time Needed: 45 -50 minutes

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 1 - Interpersonal Communication

1.02 Use basic words and short memorized phrases during interactions orally and in writing.

1.03 Ask and answer basic questions using learned materials orally and in writing.

Goal 2 - Interpretive Communication

2.01 Follow selected oral and written directions and commands.

2.02 Demonstrate understanding of learned/familiar words, phrases, and sentences from simple oral or written passages (e.g., announcements, advertisements, ads) about basic personal needs.

Goal 3 - Presentational Communication

3.02 Present memorized materials such as poetry, rhymes, songs, skits.

Goal 5 - Comparisons

5.01 Identify the sound patterns of the target language and compare them to his/her own language(s).

5.02 Recognize similarities and differences in the ways languages are written (e.g., alphabet/characters, symbols) in the target language and his/her own language(s).

5.03 Develop an awareness that there are words, phrases, and idioms that do not translate directly from one language to another.

Lesson Objective(s):

Students will be able to review and use the days of the week and other known vocabulary when reciting and reading a rhyme in the target language. They will be able to demonstrate correct pronunciation of the five vowels in the target language.

Materials Needed:

- Poster with the rhyme "Rima de Mexico" (see end of lesson).
- Small posters with the words of each day of the week (two of each) which can be placed on the chalkboard sill (see end of lesson).
- Poster with the five vowels to be used for pronunciation (see end of lesson).

Procedure:

- With the students, review the five vowels sounds, and the days of the week stressing correct pronunciation.

- Use the days of the week posters to show the written words corresponding to the oral word. A wall poster of a calendar will also be useful for pointing out the days as they are reviewed.

- Students can volunteer to come up to the front of the class in pairs with the small posters to see who can put the days of the week in order faster (boys vs. girls).

- Poem or rhyme can then be introduced stressing the vowel sounds. Teacher will want to place the poem for all to see.

- Instructions are given to students to clap when they hear an individual vowel sound. If anyone claps out of turn, the whole class receives a √ which is tallied at the end as "demerits" for the class and "points" for the teacher. Activity will be the whole class working as a team against the teacher.

- Teacher begins by informing the students to listen for the sound of the vowel (a) as the whole poem or rhyme is read to the class.

- Teacher reads the poem or rhyme entirely each time telling students to listen for the specific vowel sound.

- To conclude the lesson, the whole class reads the poem/rhyme from the poster.

Assessment:

Whole-class participation is assessed by checks (√) on the chalkboard based on the students' performance during the hand-clapping activity.

Reflections and Comments:

Lesson can be tailored as needed.

Demerits can be placed on the chalkboard as;

Demerits	Teacher Points
a √√√√√√	= 6
e √√√	= 3
i √√	= 2
o √	= 1
u	= 0

Teacher' s Notes:

Rhyme or Poem Poster

Rima de Mexico

El lunes le dijo al martes que el
miercoles fuera a casa de jueves
porque el viernes se casaba con la hija
del sábado el domingo.

Days of the week posters/flashcards (make 2 of each)

lunes

viernes

martes

sábado

miércoles

domingo

jueves

Poster of 5 vowels

a, e, i, o, u

"Santons"

By Birgitta Mc Galliard, Caldwell County

Language(s): French **Level:** Exploratory, Grades 6-8

Time Needed: 45 - 90 minutes

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 2 - Interpretive Communication

2.01 Follow selected oral and written directions and commands.

Goal 3 - Presentational Communication

3.01 Name and describe orally people, places, and things using every day words and phrases.

Goal 4 - Cultures

4.03 Participate in activities and celebrations which are characteristic of young adolescents in the target cultures.

4.05 Identify important individuals from the target cultures.

4.06 Explore in English aspects of contemporary life in the target cultures through print and non-print media, cultural artifacts, and/or interaction with people from those cultures.

Goal 7 - Communities

7.02 Share knowledge of the target language and cultures with others.

Lesson Objective(s):

The students will become familiar with the "santons" and the occupations they represent and will present to the class their "own individual santon" orally and in writing.

Materials Needed:

Paper, scissors, coloring markers, pencils, crayons, glue, and bulletin board paper, index cards.

Procedure:

This lesson follows a unit taught around Christmastime. Students have already researched the history and religious aspect of the "santons." They are also familiar with the occupations in French.

- Teacher gives directions on how and what to do in French. Students are told they will use the "santon" paper dolls pattern from a kit or make their own paper doll patterns. A rubric outlining specific criteria is shared with the students at this time.
- Students choose the paper doll they want to create and they color it using color markers, crayons, or pencils.
- Students cut out their "santon" and display them on the bulletin board in the classroom or in the hallway.
- Students write a label for their "santon" and a short description of their "santon" and his/her occupation on a 5x7 index card.
- Students present their "santon" and its description orally to the class.

Assessment:

Students draw an index card with a description at random, read it and match it with the corresponding "santon" on the bulletin board.

Students are evaluated on their "santon" according to a rubric with the following criteria: participation, creativity, and neatness.

Reflections and Comments:

The teacher may want to substitute paper dolls for figures made out of salt dough and dress these with scrap materials students have brought from home.

For extension activities students can compile their own catalog of "santons," include a picture taken with a digital camera and a description of the "santon."

Students compare and contrast the kinds of occupations represented by the "santons" with occupations in the United States.

Teacher's Notes:

Poetry: Yesterday, Today, and Tomorrow

By Sherrill Pugh, Johnston County

Language(s): All **Level:** Exploratory, Grades 6-8

Time Needed: 45-50 minutes

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 1 - Interpersonal Communication

1.02 Use basic words and short memorized phrases during interactions orally and in writing.

Goal 3 - Presentational Communication

3.02 Present memorized materials such as poetry, rhymes, songs, skits.

Goal 7 - Communities

7.02 Share knowledge of the target language and cultures with others.

Lesson Objective(s):

Students will be introduced to different types of poetry. They will create their own poem and publish it. Students will share their end product with each other and the student body by compiling it on a call page.

Materials Needed:

Copies of different types of poetry
Copies of other student-created poems
Word processor for typing/publishing

Procedure:

- Students are introduced to different types of poetry as teacher communicates to them that creating their own poem is another means of expressing themselves as they communicate with others.

- Teacher shares (by reading or on the overhead) original works in the target language.

- Students review previously learned vocabulary words "yesterday, today, tomorrow." This review can be conducted in an activity dealing with the date for the three days, for example, "Yesterday was... Today is.... Tomorrow will be..." in the target language.

- Teacher shares examples of prior students' works (see samples on following page).

- Students share their ideas, giving examples out loud in a brainstorming activity, with the rest of the class, to generate more ideas.

- Students use the computer to write their poem to be published. (If computer time is limited, students can write their poem first on paper.)

- Students share their poem with the class and then compile a class poem booklet.

- Students can translate their poem for sharing with other non-Spanish speakers.

- Class compilation of poems is shared with the student body and parents through a variety of means (e.g., bulletin board, PTA meeting, newsletter).

Assessment:

Students assess each other for correct usage as poems are read to the class.

Teacher keeps written copies and gives a participation grade.

Reflections and Comments:

Teacher's Notes:

Spanish Class. Poesia - Ayer, Hoy, y Mañana

Stephen Browde **Poema: Ayer, Hoy y Mañana** Ayer, naciemiento Hoy, vida Mañana, muerte Yesterday, birth Today, life Tomorrow, death	**Ryan Payton** **Poema: Ayer, Hoy y Mañana** Ayer, primavera Hoy, verano Manana, otoño Yesterday, spring Today, summer Tomorrow, fall
Patti Smith **Poema: Ayer, Hoy y Mañana** Ayer, lunes Hoy, martes Mañana miércoles Yesterday, Monday Today, Tuesday Tomorrow, Wednesday	**Jennifer Jarman** **Poema: Ayer, Hoy y Mañana** Ayer, nublado Hoy, soleado Mañana, nevado Yesterday, cloudy Today, sunny Tomorrow, snowy
Mark Welton **Poema: Ayer, Hoy y Mañana** Ayer, bebé Hoy, muchacho Mañana, hombre Yesterday, baby Today, boy Tomorrow, man	**Stefanie Wilson** **Poema: Ayer, Hoy y Mañana** Ayer, hija Hoy, madre Mañana, abuela Yesterday, daughter Today, mother Tomorrow, grandmother

El Tiempo

By Jennifer Willis, Charlotte/Mecklenburg Schools

Language(s): All (sample in Spanish) **Level:** Exploratory, Grades 6-8

Time Needed: 45 minutes

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 3 - Presentational Communication

3.01 Name and describe people, places, and things using everyday words and phrases.

Lesson Objective(s):

Using the following diagram as a guide, students create a poster showing the four seasons and typical weather of each one.

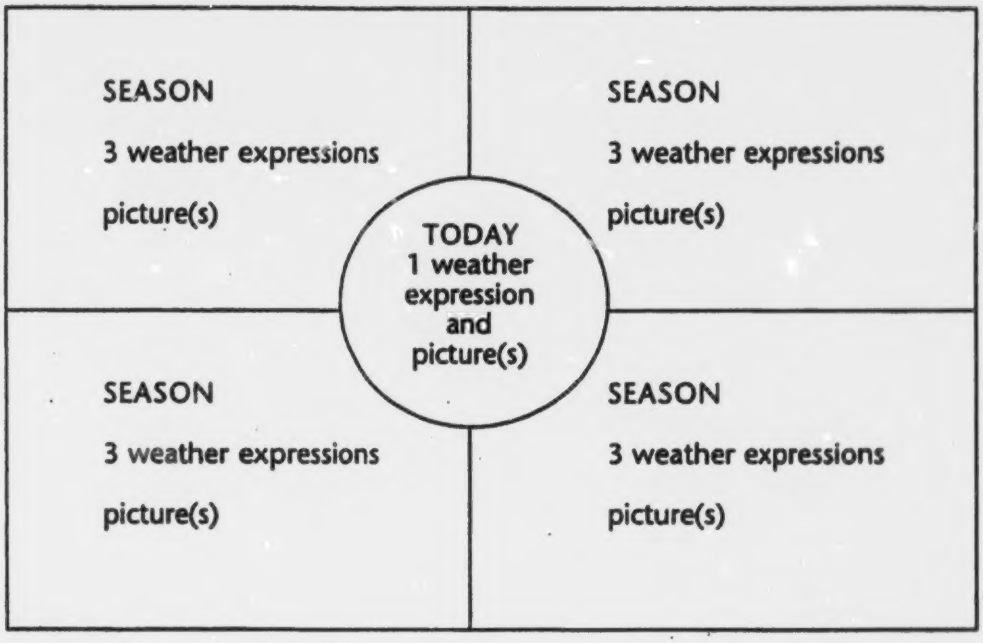
Materials Needed:

Copy of the diagram for each students, color pencils, copy of the rubric for each student.

Procedure:

Using the following diagram as a guide, students create a poster showing the four seasons and typical weather of each one. In each box, they label the season in Spanish, and write three weather expressions (in Spanish) that describe that season's weather. They also draw a picture, or several pictures that describe the season. They may choose to draw, cut and paste, or use computer graphics. If students draw the pictures, they must be colored.

In the center circle, students follow the same pattern, but label it "Today" (in Spanish) and write one weather expression for the day. They also draw a picture that would describe the day's weather.


SEASON
3 weather expressions
picture(s)
SEASON
3 weather expressions
picture(s)
TODAY
1 weather expression and picture(s)
SEASON
3 weather expressions
picture(s)
SEASON
3 weather expressions
picture(s)

Assessment:

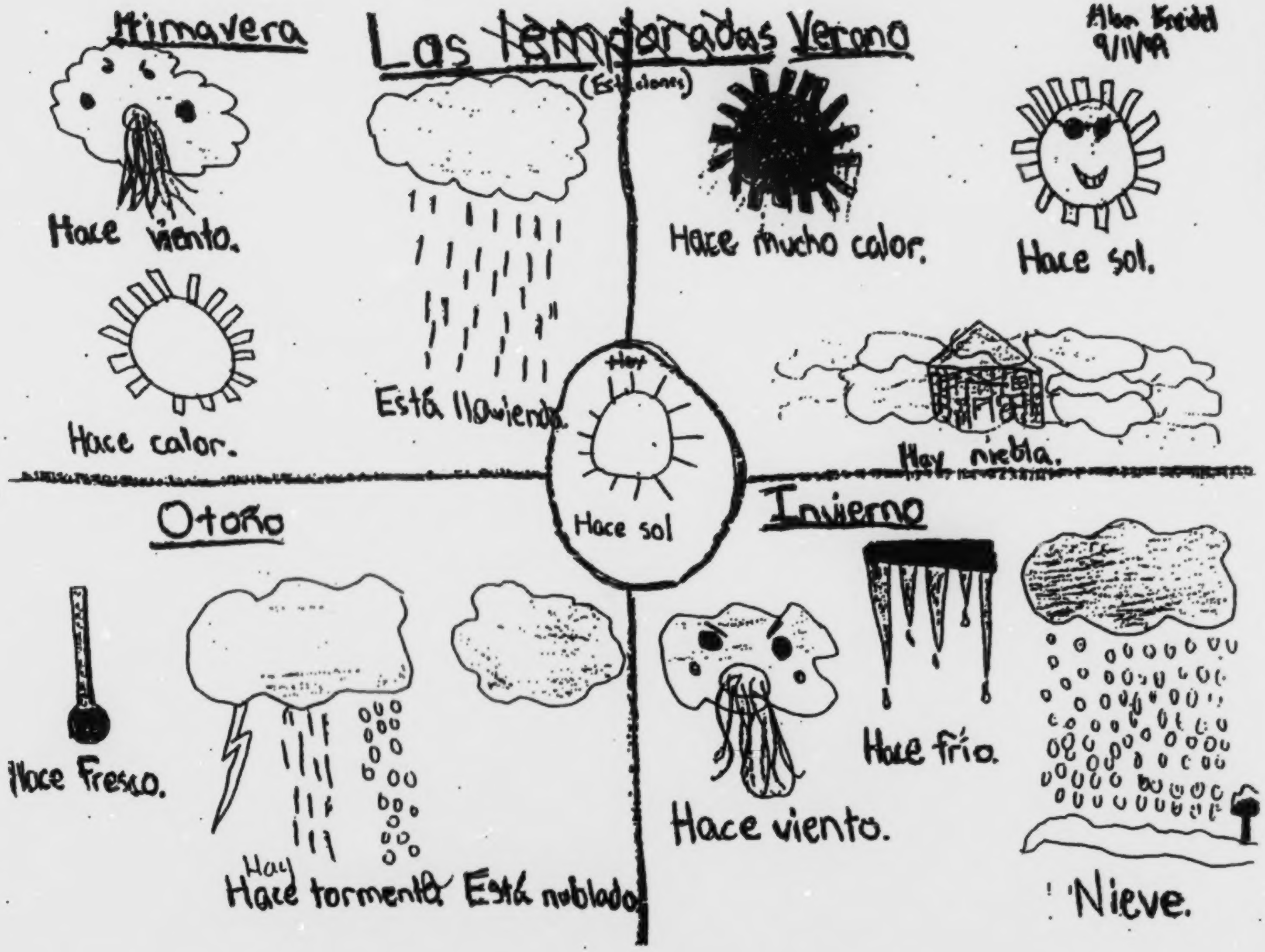
Students are given a project rubric to help them guide their work.

Nombre: ______________________ Clase: __________ Fecha: _____

Weather Project Rubric

You will be graded on the following items:

Seasons are correctly labeled	4 points	
Weather expressions are appropriate	12 points	
Weather expressions are spelled correctly	12 points	
Pictures are colored	8 points	
Circle is complete and correct	4 points	
Project is neatly done	5 points	
Rubric is turned in with project	5 points	
TOTAL	50 points	


Las ~~Temporadas~~
(Estaciones)
Alan Kreidel
9/11/99
Primavera
Hace viento.
Hace calor.
Está lloviendo.
Verano
Hace mucho calor.
Hace sol.
Hay niebla.
~~Hoy~~
Hace sol
Otoño
Hace Fresco.
Hay
Hace tormenta
Está nublado
Invierno
Hace viento.
Hace frío.
Nieve.

Teacher's Notes:

Reflections and Comments:

Language Connections

By Birgitta Mc Galliard, Caldwell County

Language(s): All **Level:** Exploratory, Grades 6-8

Time Needed: 45 minutes

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 5 - Comparisons

5.02 Recognize similarities and differences in the ways languages are written (e.g., alphabet/characters, symbols) in the target language and his/her own language(s).

5.04 Identify connections among languages by recognizing cognates and loan words.

Goal 6 - Connections

6.01 Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.

Lesson Objective(s):

Students will be able to recognize connections between various Indo-European languages. They will be able to categorize words and to use dictionaries.

Materials Needed:

Dictionaries (monolingual as well as bilingual), paper and pencil.
Overhead projector.

Procedure:

- Write 20 words in the target language or native language on a set of index cards or on paper. (These words should contain prefixes and suffixes.) Make several sets using the copier and laminating machine.
- Divide the class into groups of 2 or 3 students.

- Hand each group a set of words and ask students to categorize the words and make a list. Assign a time limit.
- Ask each group to share with the class their list of categorized words and their criteria for organizing them this way.
- Discuss the words with the class and ask them if they can generate additional words in English and in the target language.
- Ask student groups to look up several of the words listed and their origin in the dictionary. Use the overhead projector to show the relationship between the Indo-European languages, using a diagram or a family tree.

Assessment:

A written test or quiz using either the true/false or a multiple choice format.

Reflections and Comments:

This unit is an introduction to make students understand the interconnectedness of languages. Further lessons could develop historical linguistic background of specific languages. This is accompanied by a unit on comparison of names for weekdays, numbers, and months.

Teacher's Notes:

High School Sample Lessons

SAMPLE LESSONS

About the Sample Lessons

This section includes sample lessons submitted by North Carolina elementary, middle, and high school foreign language teachers. The lessons are samples activities and/or projects which address more than one goal and objective from the *Second Language Standard Course of Study*. Some lessons are language specific (French, German, Japanese, and Spanish) while others are generic. While language-specific lessons are especially useful to teachers of that language, they should not be overlooked by teachers of other languages who will be able to adapt them to their own language. The same recommendation is applicable to lessons addressing specific language levels which can also be modified for use with students at different levels of language development. Teachers are encouraged to adapt the sample lessons to meet the interests of their students, to fit their different language levels, and to match their preferred learning styles.

Organization of the Sample Lessons

The sample lessons are arranged according to levels, beginning with lessons for elementary school students at K-2 and 3-5, progressing to sample lessons for middle school students in Beginning, Continuing, and Exploratory Programs, continuing with high school lessons for Levels I,II, III, IV, and concluding with 2 lessons applicable to all levels. Each grouping is preceded by and index table and a chart showing the lesson relationship to specific goals in the curriculum.

Lesson Format

All the lessons include the same information: Language(s), Level, Time Needed, Targeted Goals and Objectives from the Standard Course of Study, Lesson Objectives, Materials Needed, Procedure, Assessment, and Reflections and Comments. An additional section called Teacher's Notes is reserved for the reader's personal notes.

High School Levels I-IV Sample Lessons

Level I

Ballet as Part of the French Culture
Comparison of Halloween and "Día de los Muertos"
Turning Pennies into "Pfennigs"
What Will the Weather Be?
To Translate or not to Translate? What Do You Mean?
"¿Qué haces?"
Who Are They? You Decide
Classroom Instructions
Understanding and Giving Classroom Commands
Do You Like Food?
Who Are You?

Level II

Bullfighting
"Site" Seeing
Treasure Hunt
Communication of Daily Routines
My Family Tree
Wash Those Direct Objects Right Out of That Tub!
Rent an Apartment
Candy Store Comparison
All Dressed up and Ready to Go
Roses Are Red, Duty Is Blue

Level III

Integration of Art Within a Second Language
"Un Echange Electronique Franco-Américain"
A Rose Is not Always a Rose!
"¿Dónde Está?"
Immigration
"Inmigrante Poeta"
My Country Tis of T....
Love Makes the World Go Round
Where Will I Be in Five Years?
So What's the Point?
Mementos from the Past

Level IV

What's in the News?
The Last Tango in Paris
Stereotyping
When Two Worlds Collide
Drawing on the Past

High School Lessons

Goals:	1	2	3	4	5	6	7
Level I							
Ballet as a Part of French Culture				x	x	x	x
Comparison of Halloween and "El Dia de los Muertos"			x		x		
Turning Pennies into "Pfennigs"				x	x	x	
What Will the Weather Be Like?		x	x		x		x
To Translate or not to Translate?				x	x		
"¿Qué Haces?"	x		x			x	
Who are They? You Decide	x		x				
Classroom Instructions		x					
Understanding and Giving Classroom Commands	x	x	x	x	x		
Do You Like Food?	x	x	x				x
Who Are You?	x		x				
Level II							
Bullfighting	x			x			x
"Site" Seeing		x	x				x
Treasure Hunt		x	x				
Communication of Daily Routines	x		x				
My Family Tree		x	x				
Wash Those Direct Objects Right Out of That Tub!	x	x	x				
Rent an Apartment	x		x		x	x	x
Candy Store Comparison	x				x		
All Dressed up and Ready to Go							
Roses Are Red, Duty Is Blue							

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Level III							
Integration of Art		x				x	
"Un Echange Electronique"	x		x	x			x
A Rose Is not Always a Rose	x	x			x		
"¿Donde Está?"	x		x				
Immigration	x	x	x			x	
"Inmigrante Poeta"		x	x	x	x		
My Country 'Tis of T...	x	x	x		x		
Love Makes the World Go Round	x	x		x	x		
Where Will I be in Five Years?							
So What's the Point?							
Mementos from the Past							
Level IV							
What's in the News?		x					
The Last Tango in Paris				x			
Stereotyping	x	x	x	x	x		
When 2 Worlds Collide			x			x	X
Drawing the Past	x		x				

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Ballet as a Part of French Culture

By Gina Coffey, Pender County and Maie Parker, Clinton City

Language(s): French **Level:** Level I

Time Needed: 90 minutes

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 4 - Cultures

4.03 Participate in activities and celebrations and discuss their impact on the culture.

4.05 Identify important individuals from the past and present and their contributions to the target cultures.

Goal 5 - Comparisons

5.05 Identify connections among languages by recognizing cognates and loan words.

5.10 Identify the mutual contributions of the target cultures and his/her own culture(s).

Goal 6 - Connections

6.01 Demonstrate understanding and apply information and skills that are common to the foreign language class and other disciplines.

Goal 7 - Communities

7.06 View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.

Lesson Objective(s):

Students will gain an understanding of what ballet is and of its origin. They will develop an appreciation of it as an art form. They will understand and use vocabulary related to ballet.

Materials Needed:

Video of the ballet *Giselle*, toe shoes, list of vocabulary words associated with ballet, picture of Louis XIV and Versailles, pictures of dancers by Degas.

Procedure:

- Students respond in English to teacher's question, "What is ballet?" They discuss their ideas with the teacher. (5 min.)

- Students react in English to pictures of Louis XIV and Versailles and discuss the origins of ballet with the teacher. (15 min.)

- Students observe a demonstration of ballet steps and hear the names of the steps in French. Demonstration can be done by the teacher, another student, or a guest. (5 min.)

- The dancer performs the steps again and the class identifies the steps orally using the French term. (5 min.)

- Students view a 15 min. segment of *Giselle* which features the steps they have just learned. (15 min.)

- After they view the video/film, students identify in French the steps they recognize and discuss their impression of ballet. (10 min.)

- For homework, students are given a handout and have to match pictures of ballet steps with corresponding names.

Assessment:

- Students identify on paper in French the steps they recognize in the film.
- Students match the vocabulary words with the corresponding pictures.
- Students demonstrate the steps.

Reflections and Comments:

This lesson can be adapted to fencing and square dancing since both use French vocabulary. The lesson could also be expanded to learn about Degas - his art, his subject matter. From there, one can include the study of French choreographers, ballet, Leslie Caron, etc.

This activity could be used prior to a class field trip to the ballet.

The Internet can be accessed to allow students to tour Versailles and to see pictures of Louis XIV.

Teacher's Notes:

Comparison of Halloween and "Día de los Muertos"

By Lisa Havener, Clinton City, Norma Garcia and Matthew Mazzeo,
Sampson County

Language(s): Spanish **Level:** Level I

Time Needed: 90 minutes

Targeted Goals and Objectives from the Revised NC Second Language Studies Standard Course of Study:

Goal 3 - Presentational Communication

3.01 Give short oral or written presentations about people, places, things, and events using everyday words and phrases.

Goal 5 - Comparisons

5.06 Develop an appreciation for cultural differences by comparing simple patterns of behavior or interaction in various cultural settings.

5.08 Examine the cultural traditions and celebrations that exist in the target cultures and other cultures and recognize the viewpoints behind them.

Lesson Objective(s):

Students will be able to discuss the "Día de los Muertos" in Spanish. They will be able to compare this celebration with its American counterpart.

Materials Needed:

Notebook and paper, video on "Día de los Muertos"

Procedure:

- Discuss customs of certain aspects of Halloween and compare and contrast to similar aspects and customs of "El Día de los Muertos." (20 min.) This activity could be conducted in English.

- View the video "El Día de los Muertos" to reinforce learned aspects of the holiday. (30 min.)
- Complete a Venn Diagram in Spanish looking at similarities and differences between the two celebrations. (10 min.)
- Using the Venn Diagram, students write sentences in Spanish about a certain aspect of the holiday. (15 min.)
- Students are grouped and combine their writing to compose paragraphs for presentation to the class. (15 min.)

Assessment:

Using a rubric, assess the presentations.

Reflections and Comments:

Students enjoy delving into the "why" of Halloween and seeing how it compares to "El Día de los Muertos."

Teacher's Notes:

Turning Pennies into "Pfennigs"

By Lori Dawn Brown, Clyde, previously from Buncombe County

Language(s): German   **Level:** Level I

Time Needed: 1 90-min. period

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 4 - Cultures

4.06 Explore practices and perspectives of contemporary life in the target cultures through print, non-print, electronic materials, and cultural artifacts.

Goal 5 - Comparisons

5.07 Identify similarities and differences of tangible and intangible products between the target cultures and his/her own culture(s).

Goal 6 - Connections

6.03 Recognize and apply learning strategies and processes from other disciplines.

Materials Needed:

Internet Search Engines, Atlases on CD-ROM if available
Computer with Internet access
Real German money will be needed for this unit

Procedure:

This lesson should be set up in stations. See explanation below.

- Give all students a vocabulary list of German money words ("das Geld, der Pfennig, der Schein, etc.").

- Pronounce the words together and hold up the coin as you say each word.

- After vocabulary is clear, divide students up into groups of 2-3 and assign each group a station to go to.

  Station #1 - Requires students to do coin rubbings.

  Station #2 - Requires students to look at the differences or similarities between German and American money and to make a list of similarities and differences.

  Station #3 - Requires students to read a short cultural excerpt about the German currency system and to summarize it.

  Station # 4 - Internet. Requires students to go to a web site that does currency conversions. My students have used the site <http://www.olsen.ch/index.html> (There are many sites on the Web that do the same thing as this site. It allows students to type in a US dollar amount and to convert it immediately to German Marks.)

  Students' sheets should contain at least ten dollar amounts that are to be converted. For extra practice, ask students to also convert each American amount into Austrian Schillings!

  Station # 5 - Requires students to convert dollar amounts into German Marks using the old-fashioned way (calculators!). The students' sheet should show them how to convert by setting up a ratio math equation. To make sure that students have calculators, tell them to bring them to class at least two days before you actually conduct this project.

  Once all students have completed each assignment at each station the class discusses the results and identifies the value of the currency as it relates to their life (I could buy X CD for X money, etc).

Assessment:

Develop rubrics or checklists to assess the tasks at each station. Students can self or peer assess.

Reflections and Comments:

Following are some possibilities for extension activities:

- Have students write out their own lesson plan for other students.
- Have students plan a trip to Germany and use the currency converter to figure out exactly how much American money they will need to cover all German expenses. Itemize all items (travel, hotel, food, etc.).
- Have students create their own currency and a conversion rate.
- As an expansion activity on the next day, use color and shape words to describe the money.
- Give students sale ads or menus and have them convert prices into American currency.

I only had four computers with Internet capabilities, which were located in the school's Media Center. Tables in the Media Center were also used to set up each station. The class size was 18 students.

Teacher's Notes:

Turning Pennies into "Pfennigs"

You are to complete each activity below with your group. After you finish at your first assigned station, move to the next one. (if you start at station # 2, move to # 3, etc.). You will need a pencil for station # 1.

Station # 1 - Using the coins provided, do a pencil rubbing of each coin in its appropriate box. Write the actual color of the coin in the box as well.

ein Pfennig	zwei Pfennig	fünf Pfennig	zehn Pfennig
50 Pfennig	eine Mark	zwei Mark	

Station # 2 - Look at the differences and similarities between German and American money and make a list of those.

Station # 3 - Read the following excerpt about the German currency system and summarize it below. (Note to teacher: Any article will do!)

Station # 4 - Internet. Go to the following Web site <http://www.olsen.ch/index.html> and convert the following amounts of American money into German currency. Just follow the steps on the Web. It is easy!

$5=
$17=
$25=

$50=
$75=
$135=

$2000=
$3654=
$500,000=

Station # 5 - Now convert each of the above listed American amounts of money into German marks using your calculator. This easiest way to do it is to multiply your American amount by the current exchange rate (1$ = 1.7 DM). You must write out your equation and answer on this paper!!

What Will the Weather Be?

By Helga Fasciano, Hickory City Schools

Language(s): All **Level:** Level I

Time Needed: One class (90 min.)

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 2 - Interpretive Communication

2.04 Identify key words or main idea(s) from oral and written passages.

Goal 3 - Presentational Communication

3.01 Give short oral or written presentations about people, places, things, and events using everyday words and phrases.

Goal 5 - Comparisons

5.07 Identify similarities and differences of tangible and intangible products between the target cultures and his/her own culture(s).

Goal 7 - Communities

7.04 Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.

Lesson Objectives:

To describe pictures, visuals, and places in the immediate environment. To use action words and phrases.

Materials Needed:

Computer with Internet access

Procedure:

- You and your partner are to select a city from the weather report located at the following site: International Weather <http://www.weather.com/weather/int/> or any weather web site.

- Make note of the three-day forecast and create your own weather forecast. Make sure you and your partner have equal parts and report the following in your own live forecast for the class:

  1. the highs and lows for each day
  2. the general outlook for each day (fair, rainy, windy?)
  3. recommend activities in keeping with the forecast
  4. remember to greet your audience (name, city, hello, good-bye, etc.)
  5. create props to help with your forecast
  6. everything in the target language, please!

Assessment:

- Students create a weather map and present a 3-day weather forecast for their city.
- Using a rubric, teacher assesses the use of vocabulary and sentence structure.

Reflections and Comments:

Possible extension activities include:

- Track the forecast of your city for a week and see if there are any parallels to our forecast in the States.
- Record the information on a spreadsheet and graph data.
- Compare weather patterns in the target countries in the northern and southern hemispheres.

There is one computer in the classroom. I usually have groups of three and throughout the lesson will rotate a group to the computer to get their forecast (this will be a pre-activity).

When we go to the computer lab, students get their information in about 20 minutes. Once the information has been gathered, the groups work on their posters and props for the forecast to be presented in front of the class the following day (like a TV weather forecaster).

Teacher's Notes:

To Translate or not to Translate: What do you Mean?

By Kim Fox and Annick Nurisso, Iredell-Statesville Schools

Language(s): All **Level:** Level I

Time Needed: 55 minutes

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 4 - Cultures

4.01 Recognize and use gestures, manners, behaviors, greetings, and idiomatic expressions of the target cultures.

Goal 5 - Comparisons

5.04 Recognize that there are words, phrases, idioms, and concepts that do not transfer directly from one language to another.

Lesson Objective(s):

Students will learn that ideas need to be translated rather than words by studying idiomatic expressions and their literal translations.

Materials and Needed:

Paper, colored pencils, dictionary, list of 10 idiomatic expressions in the target language, and a list of 10 English idioms with similar meanings.

Procedure:

- Students in groups of 2 choose 3 of the 10 expressions.
- Using a dictionary, students figure out the literal and the figurative meaning of the expressions.
- Students illustrate the literal meaning of the expressions.

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- Students find a similar English expression from the list and also illustrate the English expression.

Illustrations help the students see that the intended meaning is similar even though it is expressed differently.

Assessment:

- Teacher observation of the illustrations which will demonstrate if a student really understands the literal meaning and the English equivalent.
- Teacher developed rubric to assess if student understood the literal meaning, English equivalent, and if they completed the entire task assigned.

Reflections and Comments:

Fun activity for students. This is a good pre-reading activity prior to reading an extensive or authentic text. It is also a good introductory activity for teaching a series of idiomatic expressions. Cooperative learning is encouraged. Students need prior knowledge of some vocabulary and on how to use a dictionary.

This lesson can be adapted to all levels by adjusting the complexity of the idiomatic expression and/or proverb.

Teacher's Notes:

"¿Qué haces?"

By Kathy Vaughan, Wilson County

Language(s): Spanish **Level:** Level I

Time Needed: 1 class (90 min.)

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 1 - Interpersonal Communication

1.04 Share likes and dislikes, feelings and emotions with each other orally and in writing.

Goal 3 -Presentational Communication

3.01 Give short oral or written presentations about people, places, things and events using everyday words and phrases.

Goal 6 - Connections

6.03 Recognize and apply learning strategies and processes from other disciplines.

Lesson Objective(s):

Students will ask and answer questions about hobbies using "-ar" verbs. They will create graphs to express data and they will give a short oral presentation on the collected data.

Materials Needed:

Paper, calculators, compasses, large paper, colored pencils or markers, assessment rubric.

Procedure:

- Students imagine that they are members of the newspaper staff working on a story about the hobbies and interests of the students at their school. Working in groups of 3 to 4 students, each group composes a list of 6 or 8 questions (twice the number of questions as group members) that use regular "-ar" verbs, e.g., "¿Tocas el piano?" Students should try to create original questions (within the limits of their vocabulary) to make the final presentations as varied and interesting as possible.

- Each student in the group takes two of the questions. Students then walk around and ask all of their classmates the two questions, recording the number of "sí" and "no" responses for each. Class members should answer in complete sentences in order to practice the first-person verb forms.
- The group members return to their group and count the number of "yes" responses, "no" responses, and total number of responses. Group members then calculate the percentage of affirmative/negative responses for each question.
- Using graph paper, each group creates a pie chart to show the responses for each question. Groups receive a large piece of paper and draw all 6 pie charts on the page, using colored pencils or markers. Under each circle they write the original question and they provide the percentage figures for each section of the pie.
- Each group shares the questions and results with the class, reading the questions and stating the percentage for both "yes" and "no" responses.

Assessment:

Teacher uses a rubric to evaluate the number and types of questions asked and the accuracy of the graphical information and calculations.

Reflections and Comments:

This activity can easily be expanded beyond "-ar" verbs by using "-er" or "-ir" verbs, "gustar" etc.

The teacher can modify the activity by having students simply compose a list of questions then asking their classmates the questions until they find someone who responds "sí", recording their name. For a conclusion, students can write short sentences in which they state who does what.

This activity assumes that the students have already been introduced to several activities using "-ar" verbs.

Teacher's Notes:

Who Are They? You Decide.

Language(s): All **Level:** Level I

Time Needed: 45-50 minutes

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 1 - Interpersonal Communication

1.02 Use basic words and short-learned phrases during interactions orally and in writing.

1.03 Ask and answer questions about feelings using learned materials orally and in writing.

1.05 Engage in oral and written conversation (e.g., face-to-face, e-mails, letters) to exchange essential and personal information about everyday topics.

Goal 3 - Presentational Communication

3.01 Give short oral or written presentations about people, places, things, and events using everyday words and phrases.

Lesson Objective(s):

Students will be able to give and ask for basic information pertaining to several individuals.

Materials Needed:

Pictures of 4 different people, index cards, poster board, magic markers.

Procedure:

Organize the class in separate groups of 3-4. Show the entire class pictures of 4 different people and keep the pictures posted for reference.

- Ask each group to come up with an identity for each person. Include information usually found on an ID card such as name, marital status, city of residence, height, weight, and job. Ask each group to write the information on a chart.

- Ask each group to report orally to the entire class on the identity of their characters.

- Post the charts around the room.

- Give out 5 index cards per group. Ask each group to come up with 5 questions in writing (1 per card) that they would like to ask to the other groups' newly created character(s) of their choice.

- Give the cards to the respective groups, let them read and discuss possible answers. After 5 minutes, let each group read the question(s) to the rest of the class and let the group answer the questions orally.

Assessment:

Students listen to a paragraph and identify the persons based on the description their hear.

Reflections and Comments:

For variety you may want to give each group a set of 4 pictures.

This activity can go on orally and/or in writing over the next few days, asking students to locate and place the characters in the cities appropriately. Students can compare and contrast the characters using some of the criteria such as weight, height, and marital status. They can assign personality traits to their characters. They can describe a typical day in the life of one or more of the characters, etc. This activity can be carried out over several weeks if needed.

Teacher's Notes:

Classroom Instructions

By Corita Y. Floyd and Harry Braun, Charlotte/Mecklenburg Schools

Language(s): All **Level:** Level I

Time Needed:

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 2 - Interpretive Communication

2.03 Follow oral and written directions, commands or requests.

Lesson Objective(s):

Students will gain an understanding of classroom instructions (commands).

Materials Needed:

List of classroom commands, recording of list, commands/meanings matching activity.

Procedure:

- Teacher demonstrates a few classroom commands while the students observe.
- Teacher gives commands to students to perform.
- Teacher demonstrates singular and plural commands.
- Teacher plays the tape and calls on individual students to perform the commands.

Assessment:

Each student receives a matching activity with commands/meanings and students match them with the correct picture.

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Reflections and Comments:

The taping of commands can be done by a variety of speakers to start familiarizing students with different voices.

Teacher's Notes:

Understanding and Giving Classroom Commands

By Wanda Easley and Aileen Randall, Wake County

Language(s): All **Level:** Level I

Time Needed: Day 1 (35 minutes), Day 2 (15-20 minutes)

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 1 - Interpersonal Communication

1.01 Interact with teachers and others using standard greetings, farewells, and expressions of courtesy orally and in writing.

1.02 Use basic words and short, learned phrases during interactions orally and in writing.

1.06 Use culturally acceptable vocabulary, idiomatic expressions, and gestures.

Goal 2 - Interpretive Communication

2.01 Demonstrate understanding of words, phrases, and sentences from simple oral and written texts dealing with basic personal and social needs.

2.03 Follow oral and written directions, commands, and requests.

2.06 Interpret phrases presented with accompanying gestures, intonation, and other visual or auditory cues.

Goal 3 - Presentational Communication

3.01 Give short oral or written presentations about people, places, things and events using everyday words and phrases.

3.02 Dramatize songs, simple skits, or poetry dealing with familiar topics.

Goal 4 - Cultures

4.01 Recognize and use gestures, manners, behaviors, greetings, and idiomatic expressions of the target cultures.

Goal 5 - Comparisons

5.05 Identify connections among languages by recognizing cognates and loan words.

Lesson Objective(s):

Students will interact with peers and teacher creating a classroom situation that demonstrates comprehension and use of common classroom commands.

Materials Needed:

List of command for students. Vocabulary illustrations. These materials could be in the form of handouts, transparencies, computer screen, flash cards, or classroom objects.

Procedure:

Day One

- Warm-up: Teacher models use of commands incorporating review of previously mastered vocabulary (students are familiar with these commands from previous lessons).

- Students listen and respond to commands including repeating vocabulary presented from pictures or objects.

  Among the commands are the following: Listen, look, repeat, touch, open, close, sit, stand, ask, speak more slowly, give, spell.

- After 5-10 minutes, or after students are familiar with these commands, the teacher divides the class into groups of 4-6.

- Each group is given its own list of commands and the task of creating a classroom situation to be presented to classmates.

- One student in each group will probably play the role of the teacher. Students, though, should be free to determine their own situation as long as they illustrate the commands which they must use. All will incorporate a short review of the vocabulary in order to illustrate the teaching command "Repeat." This activity takes about 10-15 minutes.

- Students will then perform their skits using commands.

- The teacher will conclude with a review of all the commands and each student will be given a complete list of the commands.

- For homework, the students will memorize commands and write an eight-line dialog between a teacher and his/her class.

Day Two

- The teacher acts out various commands asking students to verbalize them.

Assessment:

To assess this assignment, the teacher requests that the students volunteer to read their dialogs individually or in groups for peer evaluation of the written and oral work. The teacher may wish to take up the completed written dialogs and written homework assignment.

Reflections and Comments:

Reinforcement of commands continues on an on-going basis.

Teacher's Notes:

Do You Like Food?

By Corita Y. Floyd and Harry Braun, Charlotte/Mecklenburg Schools

Language(s): All **Level:** Level I

Time Needed: 1 hour

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 1 - Interpersonal Communication

1.02 Use basic words and short learned phrases during interactions orally and in writing.

1.04 Share likes and dislikes, feelings and emotions with each other orally and in writing.

1.06 Use culturally acceptable vocabulary, idiomatic expressions, and gestures.

Goal 2 - Interpretive Communication

2.01 Demonstrate understanding of words, phrases, and sentences from simple oral and written texts dealing with basic personal and social needs.

Goal 3 - Presentational Communication

3.02 Tell or retell a story orally or in writing.

Goal 7- Communities

7.02 Share knowledge of the target language and cultures with others.

Lesson Objective(s):

Students will gain an understanding of levels of language. They will use basic words and learned phrases to order food at a café or a fast food restaurant.

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Materials Needed:

Picture cards: food, drinks, café and fast food menus. VCR and video of students having a snack with friends. Overhead transparencies and projector.

Procedure:

- Teacher shows a brief video segment where someone is ordering food.
- Teacher presents vocabulary by showing the picture cards and/or transparencies and by pronouncing the words. Students repeat after the teacher.
- Students orally identify the food shown on the cards.
- Teacher emphasizes the level of language for ordering food (please, thank you, etc.).
- Teacher introduces simple questioning with intonation and, in pairs, students practice asking each other questions.
- Teacher shows the video clip again to reinforce the intonation and the courtesy words.
- Teacher divides the class in two groups. Group I are the servers and group II are the customers. Customers are provided with sample menus from a café and a fast food restaurant. Students form pairs and practice ordering food.
- Student pairs presents "snack scenes" which can be videotaped for (peer) assessment and/or for sharing with others.

Assessment:

Teacher uses a rubric to evaluate the amount of language, quality of language, and appropriate order used by each pair. The same rubric can be used for peer evaluations of the short skits.

Reflections and Comments:

- Student evaluations are averaged with the teacher evaluation.

- This lesson should incorporate foods of the target language. An extension activity can involve the use of monetary values from the target culture.
- A comparison among the different cultures (kinds of snacks at home) is included in follow up lessons.
- Videotape can be shared on curriculum night.

Teacher's Notes:

Who Are You? Writing a Resumé

By Harry Braun, Charlotte/Mecklenburg Schools

Language(s): All **Level:** Level I

Time Needed: 35-45 minutes

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 1 - Interpersonal Communication

1.02 Use basic words and short learned phrases during interactions orally and in writing.

1.04 Share likes and dislikes, feelings and emotions with each other orally and in writing.

Goal 3 - Presentational Communication

3.01 Give short oral or written presentations about people, places, things, and events using everyday words and phrases.

Lesson Objective(s):

Students will use basic phrases about preferences and personal information and will learn about their classmates.

Materials Needed:

Transparency. Handout with a questionnaire about basic information and preferences. Grid sheet with all students' names with room for students to fill in the information about other students.

Procedure:

- Teacher models filling his/her questionnaire on the overhead.
- Students fill out handout for themselves.
- Students exchange papers and introduce their neighbors - giving as much information as possible. Students or teacher can ask questions of individual or presenter. (This activity can be conducted in front

of the class or students can move about the room introducing themselves to the other students in the classroom.)

Assessment:

Students fill out the information for each student in the class based on what they heard.

Reflections and Comments:

Students enjoy hearing about their classmates, where they went to school, their preferences, etc.

Teacher's Notes:

Bullfighting

By Patricia Chaves, Duplin County, Glenwood Hemmingway, Clinton City, and Danny McDowell, Sampson County

Language(s): Spanish **Level:** Level II

Time Needed: 3 days (2 consecutive and one later for the reports)

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 1 - Interpersonal Communication

1.02 Exchange information by asking and answering original questions orally and in writing.

Goal 3 - Presentational Communication

3.01 Give oral and written presentations about people, places, things, and events using simple sentences and paragraphs.

3.07 Summarize orally and in writing main idea(s) from selected material.

Goal 4 - Cultures

4.05 Identify important people, events, and achievements of the target countries and show their contribution to their own and other cultures.

4.07 Investigate aspects of contemporary life in the target cultures through print and non-print media, cultural artifacts, and/or interaction with people from those cultures.

Goal 7 - Communities

7.04 Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.

7.06 View, listen to, and read various forms of media that utilize the target language and reflect the target cultures.

Lesson Objective(s):

Students will gain knowledge and demonstrate understanding of bullfighting in Hispanic cultures.

Materials Needed:

Video on bullfighting, poster, map, Internet access, encyclopedia, newspapers or other resources relating to bullfighting, index cards.

Procedure:

- Groups of students, in groups of 3's, brainstorm or do a KWL chart on the concept of bullfighting.
- Students view video to gain general information on bullfighting.
- Students seek geographical areas where bullfighting takes place by using the Internet, encyclopedias, or other resources.
- Using maps, students place bull symbols in areas where bullfighting occurs.
- Students write at least 5 questions in their groups about bullfighting on index cards in the target language.
- Students exchange the index cards with their questions with another group, they research the answers to the questions from the other group and they write the answer on the back of each index card and report back to the class.
- Students are introduced to vocabulary relating to bullfighting in the target language.

Assessment:

Fill in the "L" on the KWL chart.
Students write a research summary in Spanish.

Reflections and Comments:

Use bullfighting music as background or motivation.

Teacher's Notes:

"Site" Seeing

By Lori Dawn Brown, previously from Buncombe County

Language(s): All (examples in German) **Language Level:** Level II

Time Needed: 2-3 90-min. periods

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 2 - Interpretive Communication

2.01 Demonstrate understanding of some oral and written idiomatic expressions, phrases, sentences, and paragraphs.

2.04 Identify main idea(s) and some details from simple oral and written passages about familiar topics.

Goal 3 - Presentational Communication

3.01 Give oral and written presentations about people, places, things, and events using simple sentences and paragraphs.

Goal 7 - Communities

7.04 Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.

Lesson Objective(s):

Demonstrate knowledge of contemporary people and major geographical features of German-speaking areas.

Materials Needed:

Internet Search Engines, Atlases on CD-ROM if available. Computer with Internet access.

Procedure:

* Note: The length of time needed for this project entirely depends on the number of students in the class and the number of Internet hook-ups available to students.

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The purpose of this lesson is to allow high school students the opportunity to gain information about specific cities from the target culture by using the World Wide Web and Internet as the primary research material. The teacher may change this lesson plan to meet his/her students' needs. The steps to follow are quite simple:

- Choose major cities that you wish for students to explore. These may be located throughout an entire country, in different countries, or primarily in one region. (For example, if you would like to do a unit on the Rhine River area, assign students cities located only on the Rhine.)

- Divide students into groups of 2-3 and assign each group a city.

- Give students a sheet detailing what is expected for this project, as well as a listing of the top Web sites that will be most useful to them. My students primarily use <http://www.city.net>

- Students should also use books, atlases, CD-ROMs, laserdiscs, etc. to help gather information.

- The sheet that you provide your students should be filled in as they conduct research on the Web and the information to be found should revolve around topics that are not easily found in books e.g., "Give the name and address of an important movie theater within your city" or "What is the address of the tourist information center located at the city's main train station?" (See examples on next page.)

- While some students are researching on the Internet, others can be finding maps of the city or pictures from other resources.

- Have students turn in sheet with all the answers when they are done.

Depending on the language abilities of your students, you may choose for them to do this project entirely in German, or part German and part English. The info. sheet should be in German!!

Assessment:

Completion of the "Site" Seeing information sheet.

Reflections and Comments:

Possibilities for extension activities:

- Have your students take all of the information found and turn it into a travel brochure for that city.

- Have students do an oral report, a *PowerPoint* or *HyperStudio* presentation to the class about the city they have researched.

- Have students create a poster or visual aid detailing all the information.

I only had 4 computers with Internet capabilities for students to use. These were located in the media center. Therefore, we spent 3 days in the library taking turns using the computers. Because the Internet often kicked us off, the project took longer than planned. Class size: 18.

Teacher's Notes:

"Site" Seeing

Dear Student,

You have been assigned the German city______ to research. Below is a listing of all the information that you are to find. Some of this information can be found in books, encyclopedias, and atlases, but much of it can *only* be found on the Internet. You will definitely find quick information about your city if you do the following:

- Go into the Internet
- Type in the address: http:// www.city.net
- You will see a place in which to type in any city name. Type in your city.
- You will see a list of possible sites come up.

When you have finished gathering all information, you are to turn this form into me and then transfer all information into some type of visual of presentation for the class (a poster, a booklet, a travel brochure, etc. Be creative!)

1. Your city is the capital of which German state?

2. How many citizens live in your city?

3. Attach a map of your city.

4. Attach a map of your city within greater Germany. Highlight your city.

5. Attach at least one photo of an important building, person, museum, or event from your city.

6. Have any famous musicians, writers, or artists lived in your city? Who?

7. Has there been any major battle or historical event that took place in your city?

8. What is your city known for? For example, Munich, Germany is known as the home to Oktoberfest. Does your city have any claims to fame?

9. Give the names, addresses, and telephone numbers of the following things in your city.
    - the main tourist information office (probably at or near the train station)
    - at least two decent hotels in which I could find a room
    - two restaurants with good food
    - two movie theaters
    - the opera house (if there is one)
    - any major or important museums in your city

10. List the major tourist attractions in your city.

11. Finally, is there anything else about your city that you're just dying to tell me?

Treasure Hunt

By Dora Snow, Ann Coker, Dolly Hathaway, Jean Mann, Sylvia Briley,
Pitt County

Language(s): All **Level:** Level II

Time Needed: 45-55 minutes

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 2 - Interpretive Communication

2.03 Understand and follow oral and written directions, commands, and requests originating from a variety of sources including authentic materials.

Goal 3 - Presentational Communication

3.05 Give detailed instructions orally and in writing.

Lesson Objective(s):

Students will be able to understand and give directions.

Materials Needed:

Small objects to hide: pens, pencils, calculator, etc.

Procedure:

- Divide the students into groups.
- Select one member of each group to go hide an object outside the classroom.
- Each group writes instructions leading to the hidden object using commands.
- Each member of the group contributes orally (at least one command) to the instructions.

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- Groups exchange directions and follow the instructions to locate the object.
- Groups report back and tell where they found the object using past tense.

Assessment:

The result of the activity itself can be the assessment. Were all objects found?

Reflections and Comments:

This works! For a variation, each student is given a specific location within the town and he/she must give concise directions for the entire class. The class in return determines where he/she is going.

Teacher's Notes:

Communication of Daily Routines

By Jennifer McMillan and Joy Hilder, Union County, Melanie Jackson and Trish Scardina, Cabarrus County, and Delores Crump, Stanly County

Language(s): All **Level:** Level II

Time Needed: 90 minutes

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 1- Interpersonal Communication

1.02 Exchange information by asking and answering original questions orally and in writing.

1.04 Engage in oral or written conversation (face-to-face, e-mails, letters) about everyday topics using strings of sentences.

Goal 3 - Presentational Communication

3.01 Give oral and written presentations about people, places, things, and events using simple sentences and paragraphs.

3.02 Dramatize songs, short, plays and skits, or poetry on familiar topics.

Lesson Objective(s):

Students will be able to express activities they engage in during their daily routine. Students ask questions about another person's routine. Students describe a third person's daily routine.

Materials Needed:

Flashcards with words or pictures of daily routines
Checklist of daily routine activities

Procedure:

- Start class with song using vocabulary of body parts with reflexive verbs ("Así me lavo: This is the way" to the tune of "The bear went over the mountain") as a review.

- In pairs students question each other about daily routines.
- Students describe the first three things they do in the morning.
- Students work in teams to create a charade using reflexive verbs pertaining to the daily routine. They present their charade to other teams who have to identify the activity in the charade.
- Students work in groups of 2 or 3 to compose a short skit describing daily routines.
- Students present their skit in front of the class with one student being the narrator, and the others being actors. The first time the story is presented, it is mimed, the second time, it is accompanied by the narration.

Assessment:

- Students are given a listening checklist during each of the presentation. The checklist lists the daily activities in the target language. Students have to identify the activities performed by students.
- Students may turn in their written story.

Reflections and Comments:

This lesson is to be done after the reflexive verbs have been introduced one or two days prior.

Teacher's Notes:

My Family Tree

Language(s): All **Level:** Level II

Time Needed: 30 minutes

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 2 - Interpretive Communication

2.01 Demonstrate understanding of some oral and written idiomatic expressions, phrases, sentences, and passages.

2.04 Identify main ideas and some details from simple oral and written passages about familiar topics.

2.05 Make inferences and draw conclusions from simple oral and written passages (e.g., conversations, dialogs, narratives, advertisements, songs, rhymes, chants, and literature) about familiar topics.

Goal 3 - Presentational Communication

3.01 Give oral or written presentations about people, places, things, and events using simple sentences and paragraphs.

3.04 Recombine known language to produce personalized statements.

3.06 Compose paragraphs related to personal experience.

Lesson Objective(s):

Students will be able to read and comprehend a text in the target language retracing a person's family background (see end of lesson for text). They will show their comprehension by filling in the attached family tree.

Materials Needed:

Family narrative in the target language and blank family tree (see end of lesson).

Procedure:

During a unit on the family, students are given a text in the target language and are asked to read and fill-in the accompanying family tree according to the clues given in the text. Students can work alone or in pairs.

For homework, they are asked to retrace their family tree and describe it in writing in the same fashion along with an accompanying blank family tree. During the next class period, students exchange their family description and tree and complete the tree according to the clues.

Assessment:

Completion of the family tree.

Reflections and Comments:

This activity involves a lot of reasoning and appeals to students who like to solve problems and who are mathematically inclined. Teachers will want to ensure that they have themselves completed the family tree since the answers are not obvious and may need to be inferred.

Teachers may need to explain how the tree works, with branches representing different branches of the family.

Students will want to use a pencil since they may need to try different answers prior to finding the right one.

Teachers will want to change the names to reflect names often used in the target culture.

Teacher's Notes:

My Family Tree

* Read attentively the description of the Lebeau family and complete their family tree.

My name is Guy Lebeau. My history teacher who loves genealogy has assigned us as homework the research of our family tree. Fortunately, the research does not have to go further back than our great grandparents.

I am the only son of Michel Lebeau and Claire Renard, the great grandson of Henri Lebeau and Stephanie Martin. My great grandparents have three sons: Etienne, Jacques, and Pierre (my grandfather who married Brigitte Sellier), and one daughter named Louise. Louise married Jean Dupont and they have two sons named Yves and Clément. Yves' wife is named Laure Montant and Clément's wife is called Susanne Villars. Clément and his wife have three children: Alain, Frédérique, and Geneviève.

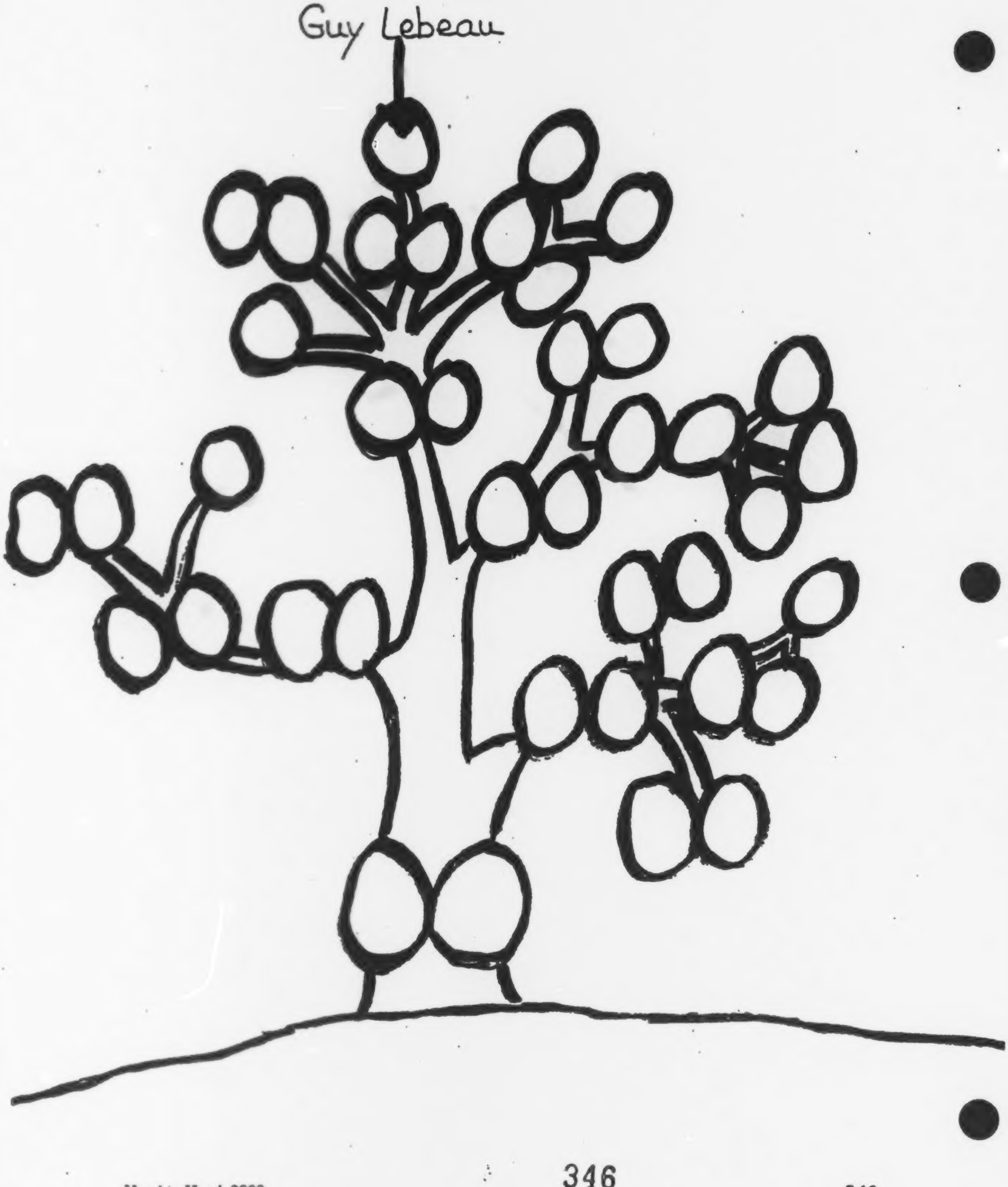
My great uncle Etienne and his wife Marguerite Gervais have only one daughter, Françoise, who married Paul Kerouec. They have two daughters, the older Colette is Mrs. Lucien Nolan, the younger, Anik, is not married.

My grandfather's other brother, Jacques Lebeau, who is married to Hélène Joubert, also has two daughters: Irène, Mrs. Robert Moreau, and Marie, Mrs. Justin Guerland, and one son, Simon. He and his wife, Thérèse Fournier, have one son named Daniel.

Oh! I was going to forget my uncle Hubert Lebeau, his wife Anne Cervan and their children, my cousin Claudine and her brother Martin; my aunt Cécile and her husband Charles Paturiau and my aunt Berthe who is not married.

That is it! My list is complete. Now help me place them on the family tree.

Source unknown.


Guy Lebeau

Wash Those Direct Objects Right Out of That Tub!

By Regina Brandon and Stacey Ferriell, Charlotte/Mecklenburg Schools

Language(s): All (examples in French) **Level:** Level II

Time Needed: 1 55 minute-class

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 1 - Interpersonal Communication

1.01 Communicate present and past information by recombining basic vocabulary and structures orally and in writing.

1.04 Engage in oral or written conversation (face-to-face, e-mails, letters) about everyday topics using strings of simple sentences.

Goal 2 - Interpretive Communication

2.02 Demonstrate understanding of increasingly complex oral and written questions relating to familiar topics.

2.03 Understand and follow oral and written directions, commands, and requests from a variety of sources including selected authentic materials.

Goal 3 - Presentational Communication

3.02 Dramatize songs, short plays and skits, or poetry on familiar topics.

3.05 Give detailed instructions orally and in writing.

Lesson Objective(s):

The students will be able to talk about washing clothes using direct objects in sentences.

Materials Needed:

Articles of clothing, clothesline (put clothes on the clothesline), clothes pins, overhead, clothes basket covered with brown paper, old wooden washboard, if available.

Procedure:

- (5 minutes) Warm up: Students view overhead of clothing and label items correctly in the target language.

- (3 minutes) Students review the verb "laver" to wash.

- (10 minutes) Students watch as teacher takes two items off the clothesline (1 masculine, 1 feminine e.g., skirt: "la jupe" and "le pantalon").

- Teacher says, "La jupe? Je *la* lave." Or "Le pantalon?" Je *le* lave."

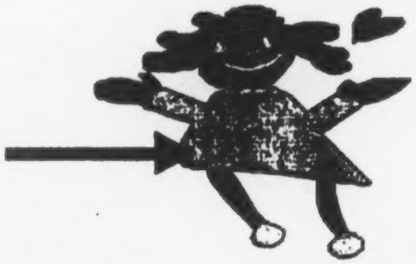
- Each student in the class receives an index card with "Je lave + item of clothing" on one side and the picture of the article on the other side. They practice replacing the noun by the direct object. If additional practice is needed, students can trade cards.

Front

Je lave ________________.

Je ________ lave.
Direct Object

Back



- (5 minutes) Students orally review items on clothesline in order and in choral response.

- (20 minutes) Then 5 students, one at a time, are chosen to remove an item of clothing from the clothesline. Student brings the item to the "washing machine" and say "Je lave la cravate. Je *la* lave." Teacher can ask, "Who washes the tie?" and student answers "Je *la* lave."

Assessment:

(15 minutes) Students are given a simple written exercise (1-10) and replace the item with the appropriate direct object.

Reflections and Comments:

As an extension activity, students learn and sing the *Sing, Laugh, Dance, and Eat Quiche* song about washing clothes.

Students have learned the articles of clothing in level I but need to have their memory refreshed 1-2 days before the lesson is taught.

Some suggested articles of clothing in French might be:

Masculine (blue)	Feminine (pink)	Plural (green)	Beginning with h or vowel (gray)
Le chemisier	La ceinture	Les chaussures	L'écharpe
Le manteau	La robe	Les chaussettes	L'imperméable
Le soutien-gorge	La jupe	Les bas	
Le pull	La chemise	Les gants	
Le chapeau	La casquette		
Le caleçon	La veste		
Le casque	La cravate		
Le maillot			
Le bikini			
Le gilet			
Le pantalon			

Teacher's Notes:

Rent an Apartment

By Stacey Ferriell and Maria Dominguez, Charlotte/Mecklenburg Schools

Language(s): All **Level:** Level II

Time Needed: 1 90 minute-class

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 1 - Interpersonal Communication

1.04 Engage in oral or written conversation (face-to-face, e-mails, letters) about everyday topics using strings of simple sentences.

Goal 3 - Presentational Communication

3.01 Give oral and written presentations about people, places, things, and events using simple sentences and paragraphs.

Goal 5 - Comparisons

5.04 Recognize words, phrases, idioms that do not translate directly from one language to another and their impact on communication.

Goal 6 - Connections

6.01 Identify and process information and skills that are common to the foreign language class and other disciplines.

Goal 7 - Communities

7.02 Share knowledge of the target language and cultures with others.

Lesson Objective(s):

Students will be able to describe the rooms of an apartment/house and the furniture they contain.

Materials Needed:

Magazine pictures of rooms (kitchen, living room, bathroom, etc.). Textbook for introducing vocabulary. Authentic real estate ads in the target language. Dry erase boards, white paper, colored pencils, rulers.

Procedure:

- (10 minutes) Students will view 2-3 magazine pictures of different rooms in the house. Students describe the furniture in the target language.

- ((30 minutes) Students are given a magazine picture of a room. They give a written description of the room (4-5 sentences on dry erase boards if available).

- (10 minutes) Students can then compare the presented rooms (e.g., "This kitchen is smaller than that one.") An additional activity would involve students comparing the rooms in the target cultures to those in the US.

- (40 minutes) Students will draw a blueprint of the house/apartment of their dreams, labeling all the rooms. Students will choose one of their "dream" rooms to illustrate/label in details. Students can apply what they have learned in drafting classes.

- Drafting teacher will select the best room.

- Students take a field trip together to a "showcase of homes."

Assessment:

Students' oral proficiency is assessed during the presentation of the magazine picture rooms according to a rubric.

Students' blueprint of dream house is evaluated for accuracy.

Reflections and Comments:

To be taught 1-2 days after room/furniture vocabulary has been introduced.

A possible extension activity involves inviting a guest speaker such as a builder. Another option involves getting floor plans from a housing builder and have students design an entire neighborhood with street names in the target language.

Teacher's Notes:

Candy Store Comparison

By Stacey Ferriell and Maria Dominguez, Charlotte/Mecklenburg Schools

Language(s): All (examples in French) **Level:** Level II

Time Needed: 1 90 minute-class

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 1 - Interpersonal Communication

1.02 Exchange information by asking and answering original questions orally and in writing.

1.03 Share likes and dislikes, feelings and emotions giving supporting information orally and in writing.

Goal 5 - Comparisons

5.02 Compare and contrast structural patterns in the target language and his/her own language.

5.04 Recognize words, phrases, idioms that do not translate directly from one language to another and their impact on communication.

Lesson Objective(s):

Students will be able to make comparisons using color, shape, texture, taste and smell.

Materials Needed:

An assortment of different inexpensive candies: Fireballs, Red Hots, Lemon Drops, Rolos, Hershey's Kisses, or even include French cheese. Overhead. Handouts for students for brainstorming adjectives.

Procedure:

- (5 minutes) Warm up. Students copy the structure: *plus....que, moins....que, aussi....que.*

- (30 minutes) Students taste the Red Hots. Then, students brainstorm adjectives that describe the Red Hots in the target language (*rouge, petit, chaud*). Students write the adjectives on their handout and the teacher writes the adjectives that the students have brainstormed on the overhead. This process is repeated for each candy. A "waiter/waitress" from the class may be employed to distribute the candy at the beginning of the lesson.

- (10 minutes) Students say what they like/dislike in the target language giving a reason for their choice, "J'adore les Rolos parce que......." or "Je déteste le brie parce que..."
- (2 minutes) Students are given examples of "Les Fireballs sont plus chauds que les Red Hots."
- (15 minutes) Students give teacher their own opinions comparing the items via oral sentences in the target language. Teacher writes the sentences on the overhead (4-5 examples).
- (15 minutes) An extension is to have students compare/contrast the teachers at their schools using comparative expressions.

Assessment:

(15 minutes) Students write their own comparative adjective sentences on dry erase board or paper (5-10 sentences). These are checked for grammatical accuracy.

Students can also cut pictures out of magazines and make comparison books.

Reflections and Comments:

This lesson should be taught after students learn adjectives and agreement.

Teacher's Notes:

All Dressed up and Ready to Go

By Laura Ford, Wake County Schools

Language(s): Japanese **Level:** Level II

Time Needed: 2 45 minute-classes

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 1 - Interpersonal Communication

1.01 Communicate present and past information by recombining basic vocabulary and structures orally and in writing.

Goal 2 - Interpretive Communication

2.01 Demonstrate understanding of increasingly complex oral and written questions related to familiar topics.

2.03 Understand and follow oral and written directions, commands, and requests from a variety of sources including selected authentic materials.

Goal 4 - Cultures

4.01 Recognize and use cultural practices and expressions in daily activities.

4.02 Identify and explain patterns of behavior or interaction among the target cultures.

Goal 5 - Comparisons

5.02 Compare and contrast structural patterns in the target language and his/her own language.

5.04 Recognize words, phrases, idioms that do not translate directly from one language to another and their impact on communication.

Lesson Objective(s):

- Students will be able to identify a variety of clothing items and use appropriate verb for each item. Students will demonstrate appropriate action to match oral directions for dressing.

Materials Needed:

Stuffed animals or dolls. Small baby or doll clothes. Photos of items of clothes. Puzzle with clothes items or paper dolls with clothing options. Audiotape describing the wearing of several items of clothing.

Procedure:

Day One

- Use photos of clothing items (or real clothes) and cards with clothing names in hiragana.

- Students first repeat vocabulary items and then give name when prompted with photo. (Present variation in meaning (e.g., ホワイトパンツ (ずぼん, etc.)

- Once students are comfortable at identifying clothing items, they watch teacher dress herself or dressing the stuffed animal using the appropriate verb for each item. Clothing items are grouped by verb.

- Students respond when questioned (in English) with rule for use of each verb (e.g., します is for accessories, はきます is for items pulled on feet, きます is for items put on from arms, かぶります is for items put on head).

- Students are grouped in small groups to work at 3-4 various stations.

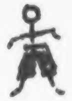
  (1) Students, one at a time, pick out clothing items to use to dress the paper doll (or Moody Bear Puzzle) orally describing them to the teaching assistant at their station.

  (2) Students listen to directions on a tape recorder and dress a paper doll accordingly. When complete, students check their success by comparing with an answer sheet.

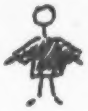
  (3) Students listen to directions on a tape recorder and select photos matching description.

(4) Students work in pairs, each student draws stick figures and takes turns saying what the figure puts on.

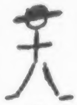
A. パンツをはきます。 1.



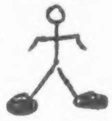
B. シャツをきます。 2.



A. ぼうしをかぶます。 3.



B. くつをはきます。 4.



After 4 turns, each student compares drawings to see if they match.

(5) Students describe to teacher how they got dressed that morning, giving clothing in order.

Day Two

- Review with cards and photos the names for clothing items and accompanying verbs.

- Have students describe another person's clothing.

- Divide class into 4 groups.
  (1) Two groups compete to dress stuffed animal rapidly in clothes from suitcases (or boxes). Each box contains same items. Teacher or student draws a card from a file with photos of clothes and announces the name of the item. Students (one from each team) rummage through the box, find the item, dress the stuffed animal and announce what happened (ぼうしをかぶりました) Next turn is taken by another team member.

  (2) Student draws clothing card and verb card at random and reads them to representatives from two teams. The students race to follow the directions as read (e.g., "Put shoes on head. Wear socks

on arms.") First one to succeed gets points for the team. Students dress the paper doll or stuffed animal.

Assessment:

Assessment is ongoing with each activity.

Reflections and Comments:

Colors may be reviewed if they have already been taught. Avoid giving directions or asking students to produce directions for wearing clothing unless they are familiar with the -te form of verbs. Students only describe what they have done in getting dressed, using pcst tense.

Teacher's Notes:

Roses Are Red, Duty Is Blue

By Laura Ford, Wake County Schools

Language(s): Japanese **Level:** Level II

Time Needed: 2 45 minute-classes

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 1 - Interpersonal Communication

1.01 Communicate present and past information by recombining basic vocabulary and structures orally and in writing.

1.02 Exchange information by asking and answering original questions orally and in writing.

1.04 Engage in oral or written conversation (face-to-face, e-mails, letters) about everyday topics using strings or simple sentences.

Goal 2 - Interpretive Communication

2.01 Demonstrate understanding of increasingly complex oral and written questions related to familiar topics.

Goal 4 - Cultures

4.01 Recognize and use cultural practices and expressions in daily activities.

4.02 Identify and explain patterns of behavior or interaction among the target cultures.

Goal 5 - Comparisons

5.04 Recognize words, phrases, idioms that do not translate directly from one language to another and their impact on communication.

5.06 Continue to develop an appreciation for cultural differences by comparing patterns of behavior or interaction in various cultural settings including his/her own.

5.07 Demonstrate an awareness of his/her own culture based on comparisons of sample daily activities in the target cultures and his/her own culture.

Lesson Objective(s):

Students will accurately identify family members and demonstrate understanding of concept of ぎり (giri) as it refers to family.

Materials Needed:

Photos of personalities and their families. Photos of teacher's own family. Photos of intergenerational families. Box of chocolates. Overhead projector.

Procedure:

- Students view large photo of famous personality and his/her family. Students repeat terms for family members as teacher states them, with hiragana on flash cards.
- One student points to correct individual as another reads terms in hiragana from flash cards.
- Using a more complex family photo, students practice terms for "older older brother, younger older brother, older younger sister," etc.
- Teacher demonstrates difference between terminology for someone else's family and one's own family, using original photo and photo of teacher's family.
- Using the overhead projector, students practice referring to members of others and one's own family.
- Students respond orally to teacher's questions about their family, practicing the form of 兄が一人います. They practice asking about each other's families.
- Students draw stick figures of family and write on separate sheet a description of their family make-up. Drawings are posted around the room and students exchange write-ups, matching write-up with drawing.
- Viewing intergenerational family (British royal family, for example) photo, students repeat terms for in-laws (giri or "obligation" in

Japanese). In English, discuss concept, its importance in Japanese culture and fact that "in-law" and "step" are the same term. Students may never have thought before of the meaning of "in-law," which resembles "obligation/duty" in Japanese.

Depending on the class dynamics, students may practice describing their own family using ぎり terms. Alternately, they can talk about famous blended families, using photos from People magazine.

- Show a box of wrapped chocolates for Valentine's Day. Explain to students the concept of ぎりチョコ for this holiday in Japan e.g., that Japanese women give chocolate and feel obliged to give some to the boss or colleagues at work. (Note: Years when Valentine's Day falls on a weekend, prices of chocolate rise as retailers anticipate decreased sales of "giri choco." Since young women are not in the office on Valentine's Day, they do not feel obliged to give chocolate.) Discuss differences in gift-giving practices and think about implications for cultures of Japan and America.
- Open the box of chocolates and tell students a piece has a family term on it. Students guess the term, with hints from the teacher, such as もっと上 or 男の人 ,etc. An accurate guess is rewarded with a chocolate. After a few guesses, teacher shows a card and, in English, elicits the Japanese term, rewarding the student with a chocolate piece. Once all students have a chocolate, they open the chocolate and eat it together.

Assessment:

Accuracy of student's write-up of his/her own family; accuracy of student's oral description of another's family; ability to match written family description with drawing.

Reflections and Comments:

This lesson is especially effective when done close to Valentine's Day. It can be expanded by comparing prices for chocolate/flowers before and after Valentine's Day for one culture. This could reinforce the understanding of exchange rates and economic issues (Connections goal).

This lesson will be easier after students are proficient with the "...ga...ni arimasu/imasu sentence form.

Teacher's Notes:

Integration of Art Within a Second Language

By Sharon Williams, Susan Ballard, Carol Baker, Union County,
Karen Robinson Cabarrus County and Laura Strickling, Stanly County

Language(s): All **Level:** Level III

Time Needed: 5 days

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 2 - Interpretive Communication

2.05 Read and interpret authentic materials (e.g., selected short stories, poetry and other literary works, articles, personal correspondence and simple technical material).

Goal 3 - Presentational Communication

3.05 Summarize and interpret information from authentic material orally and in writing.

Goal 6 - Connections

6.01 Acquire and process information from a variety of sources in the target language about a topic which is common to other disciplines.

6.02 Discuss, exchange, and analyze information acquired from other disciplines in the target language.

6.03 Transfer information acquired in the foreign language class for use in other disciplines.

Lesson Objective(s):

Students will learn to describe emotions and feelings relating to art illustrations.

Materials Needed:

Paper and pen for divided emotions activity. Information in target language about selected artists who have painted self-portraits.

Self-portrait materials - poster boards, markers, colored pencils, magazine pictures, construction paper.

Procedure:

Lesson 1

- Students review vocabulary of feelings and emotions.
- Teacher introduces vocabulary of basic art terms (line, symbol, shape, value, etc.) which can be expanded upon.
- Students are guided to the *line* element of art.
- Students divide their paper into an 8 section grid (4 boxes at top, 4 at bottom).

Each section will be labeled with different emotions or feelings in the target language. Students illustrate the emotion/feeling using only lines.

Lesson 2

- Repeat lesson 1 using *symbols* instead of *line*.

Lesson 3

- Students receive information (or research information) in the target language on artist(s) specializing in self-portraits.
- Students engage in descriptions of the portraits.
- Students bring materials to construct their own self-portrait in the following lesson.

Lesson 4

- Students construct their own self-portrait. (This can be done as a homework assignment.)

Lesson 5

- Students act as museum docents as they present their portrait the rest of the class in a museum environment.
- Students write up a brief follow-up to their museum visit. (Follow-up can include, their favorite portraits, a description of the exhibits, a critique of one portrait, etc.)

Assessment:

Oral presentation of their self-portrait using a rubric.

Reflections and Comments:

This unit takes a least 5 days.

This lesson can include an interpersonal element if students interact with the docents.

Teacher's Notes:

Un Echange Electronique Franco-Américain - A Franco-American E-Mail Exchange

By Mary Alice Lodico, Haywood County Schools

Language(s): All **Level:** Levels III

Time Needed: On-going for 1 Semester

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 1 - Interpersonal Communication

1.02 Ask and answer open-ended questions beyond immediate needs orally and in writing.

Goal 3 - Presentational Communication

3.01 Narrate and describe with detail orally and in writing in present and past time.

3.03 Compose messages, announcements, personal notes, advertisements, postcards, or simple letters

Goal 4 - Cultures

4.07 Draw inferences about contemporary life in the target cultures through print and non-print media, cultural artifacts, and/or interaction with people from those cultures.

Goal 7 - Communities

7.03 Interact with people of other cultures in the target language about familiar topics.

7.04 Visit places in person or via technology which provide opportunities to use the target language and/or experience the target cultures.

Lesson Objective(s):

To gain knowledge and understanding of French people and to practice reading and writing in French and in real-life-situations.

Materials Needed:

E-mail capabilities and a desktop publishing program.
A thirty-station computer lab with on-line capacity. If there is only one computer available, this activity can also be conducted by saving all information to one disc and have the teacher send it through e-mail.

Procedure:

This activity was devised as part of project "International School Partnerships Through Technology" sponsored by the Center for International Studies at Duke University. In this activity, students will communicate by e-mail with a class near Nantes, France and produce a publication reflecting the culture of this region. The newspaper will be in French as if going to press in the French town.

Outcomes:

- The class will publish a newspaper after sending and receiving e-mail on cultural aspects of France and make a presentation of results to parents and school personnel.
- Each student will e-mail a letter of introduction, a daily log, information on an aspect of Haywood County, NC and e-mail personal letters frequently.
- The teacher will correspond with the host teacher to oversee student communication and will assist students in layout of the newspaper.

Activities:

- Introductory: Students will fill out an attitude survey, search the map for the small town, brainstorm cultural areas to explore, and e-mail letters of introduction.
- Developmental: Students will exchange a log of one day's activities with times and specifics of where, what and who. Students will exchange information on the following areas: school, the arts, history/ politics/ government, the family, geography and demographics, popular culture (media, movies, t.v., radio, etc.), religion, shopping/consumerism, business/ industry, and attitudes/outlooks. Students may devise surveys, interviews, trips to stores and other means of gathering information.

- Culmination: Students will publish and present the newspaper (using a desktop publishing program) to schoolmates, parents and school personnel. Students will exchange summarized e-mail reflecting on changes in attitudes and improvement of language skills.

- Another option could be to have students create a multimedia stack or a video.

Time Frame:

- January 5, surveys
- January 6-8, map work
- January 13, introductory e-mail
- January 22, log of one day
- January 26, e-mail logs
- January 27 - March 13, gather information and e-mail periodically to France and receive information from France on 10 cultural areas. Continued personal exchange.
- March 23 - April 10, edit and publish newspaper and send culmination e-mail.
- April 20 - May 1, plan sessions to share results with the public.
- May 11 - 15, share with the public.

Assessment:

Students complete a pre-project and post-project questionnaire to determine what they have learned.

Reflections and Comments:

Possible extension activities include:

- Compare the cultures using the information gathered.

- Continue to e-mail the following year.

- Start the same procedure with a level I class. Culminate with a real exchange of students living in homes and attending American and French schools.

Only a normal classroom is needed, but I often use the overhead to display letters to be mailed (we correct errors as a class) and letters received from France. An on-line computer lab is a necessity. We are unable to chat on-line because the school only had one computer on-line.

There are search engines to help locate partnership schools.

Teacher's Notes:

A Rose is not Always a Rose!

By Leslie Plyler, Iredell/Statesville Schools
and Joanna Caudill, Alleghany County

Language(s): French/Spanish **Level:** Level III

Time Needed: 55-60 minutes

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 1 - Interpersonal Communication

1.05 Increase use of culturally appropriate vocabulary, idiomatic expressions, and gestures in conversation.

Goal 2 - Interpretive Communication

2.01 Demonstrate understanding of a wider range of oral and written idiomatic expressions, phrases, sentences and passages including some topics treated abstractly.

Goal 5 - Comparisons

5.04 Recognize words, phrases, idioms that do not translate directly from one language to another and their impact on communication.

Lesson Objective(s):

Students will be able to give literal and figurative meanings of idiomatic food expressions.

Materials Needed:

List of 15-20 idiomatic food expressions in the target language (e.g., easy as pie, bring home the bacon), paper, markets, crayons, and tape.

Procedure:

- Students guess and give the exact literal English meaning of each expression.

- Students try to come up with an equivalent English expression corresponding to the one in the target language (e.g., "haut comme trois pommes" short or "con la mano en la masa" caught doing something wrong).

- Students choose one expression from the original list to illustrate. Students illustrate both the literal and the figurative meanings. Students are encouraged to be creative and to use colors. They are told not to write the expressions on the drawings.

Assessment:

Teacher reads one of the expressions and chooses a student to find the picture it refers to (pictures are taped on the walls or blackboard). The drawings are also an informal assessment.

Reflections and Comments:

This activity can be used with any idiomatic expression. It also serves as a good review of previously learned vocabulary and as introduction of new words.

As an ongoing activity, students can keep a list of new expressions they encounter.

This activity could lead to a connection with English Language Arts and the study of metaphors.

Teacher's Notes:

¿Dónde está...?

By Kathy Vaughan, Wilson County

Language(s): All **Level:** Level III

Time Needed: 30-45 minutes

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 1 - Interpersonal Communication

1.02 Ask and answer open-ended questions that are beyond immediate needs orally and in writing.

1.05 Increase use of culturally acceptable vocabulary, idiomatic expressions, and gestures.

Goal 3 - Presentational Communication

3.04 Explain a simple process, incorporating instructions.

Lesson Objective(s):

Students will ask questions that one might ask a tourist in a foreign country and answer by giving directions and appropriate information.

Materials Needed:

Small slips of paper, 2 boxes, bowls, or other containers, 2 checklists (explained below).

Procedure:

- Teacher divides class into two groups. One group is assigned to list (in the target language) as many things as possible that a tourist may ask or may be looking for in a city (such as telephone, the nearest metro station, Hotel "X", where to exchange money, where to buy something). The other group lists as many ways to give directions and answer questions (such as, go one block, turn left/right, at the next corner, cross, inside the train station). Students write each item on a separate slip of paper. Students should be creative with their ideas.

- Teacher puts all the question paper into a container and all the answer papers into another container.

- Students work in pairs. Each student draws one question and one answer paper. One student goes first, pretending to be the tourist, and asks where to find the place indicated on the paper. The other student uses the information on his/her slip of paper and gives an answer, using command forms as appropriate. Then the students switch roles. If there are enough slips of paper, each pair of students may be able to draw additional papers.

- In addition to the questions, students should also use appropriate vocabulary of courtesy, by saying, "excuse me," formal verb forms, etc. They are supposed to be playing the role of two strangers, not acquaintances.

- Once all pairs have finished, the teacher asks each pair to repeat one of the question/answer dialogues for the class.

Assessment:

- Students use a checklist to evaluate their partner, indicating whether they understood their question or answer very well, moderately or not at all, and if the partner used appropriate terms of courtesy, etc. They provide immediate feedback to their partner.

- The class, when listening to presentations, uses a similar checklist to evaluate the pair, writing the name of each student and then marking whether they understood very well, moderately well, or not at all, and whether they used the appropriate terms of courtesy. This form should be copied on the back of the form used when students are in pairs, in order to save paper.

Reflections and Comments:

This activity should be done after students have had an opportunity to practice command forms.

Teacher's Notes:

Immigration

Language(s): All **Level:** Level III and up

Time Needed: 90 minutes

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study.

Goal 1 - Interpersonal Communication

1.01 Interact using original thoughts orally and in writing by employing increasingly complex structures and expanded vocabulary in present, past, and future times.

1.02 Ask and answer open-ended questions that are beyond immediate needs orally and in writing.

Goal 2 - Interpretive Communication

2.01 Demonstrate understanding of a wide range of oral and written idiomatic expressions, phrases, sentences, and passages.

2.06 Predict outcomes, draw inferences, analyze, and make judgments from oral and written materials.

Goal 3 - Presentational Communication

3.03 Compose messages, announcements, personal notes, advertisements, postcards, or simple letters.

Goal 6 - Connections

6.01 Acquire and process information from a variety of sources in the target language about a topic which is common to other disciplines.

6.02 Discuss, exchange, and analyze information acquired from other disciplines in the target language.

Lesson Objective(s):

Students will develop an understanding of the issue of immigration by discussing positive traits, and by devising and discussing an immigration policy to be presented to the entire class. Students will continue to develop their language skills as listed below.

Materials Needed:

Procedure:

This lesson is an introduction to the topic of immigration. Upcoming lessons will examine who immigrates to the target country, and why, when, and where. Effects of immigration will be analyzed along with the immigrant's insertion (or lack of) into the target culture.

- (10 min.) In groups, students brainstorm the characteristics that will make immigrants good citizens.
- (15 min.) Each group reports to the entire class and students are asked to compile the overall information on a chart.
- Students are given a list of people who want to immigrate to their country e.g., a famous German physician who has just completed major research in the field of genetics, an unskilled laborer from Peru with a wife and a family of five children, a single male English teacher from Ireland, an older Russian woman with no work experience, a rich Swiss woman whose husband has just died, a skilled factory worker from Canada with a wife and a family of four young children, a young married couple from Estonia who has just graduated from college, a sickly middle aged Korean man with expertise in electronics.
- (15 min.) In groups, students decide who to admit, why to admit them and report their decision to the entire class.
- (20 min.) Back in groups, students draft a written policy governing immigration.
- (10 min.) Class develops criteria for judging policy.
- (15 min.) Each group presents its policy to the entire class. Class reaches consensus on the best policy according to the criteria developed by the whole class.

- (5 min.) Closure: Teacher debriefs and mentions the next day's focus of immigration in the target country.

Assessment:

Teacher observation of the group work. A rubric may be used to assess each student's participation (see rubric), as well as the group interaction.

Reflections and Comments:

Teacher may want to collaborate with the Economic, Legal and Political Systems' (ELP)teacher to plan the unit and to discuss the student's expectations.

Teacher's Notes:

Group Participation Rubric

Criteria for Group Participation Evaluation	Often	Sometimes	Not Yet
Leans forward to engage in conversation or activity			
Makes eye contact			
Asks clarifying questions			
Maintains focus on conversation or activity			
Initiates ideas			
Builds or contributes to another's ideas			
Acknowledges another's contributions			
Seeks contributions of others			
Answers questions			
Asks questions			
Plans for improving participation skills			

Adapted from Outcome-Based Restructuring Presentation, the High Success Network, Eagle, Colorado, 1992

Inmigrante Poeta

By Kelly Price and Nhora G. Saxon, Charlotte/Mecklenburg Schools

Language(s): Spanish **Level:** Level III

Time Needed: 2 90 minute-classes

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study.

Goal 2 - Interpretive Communication

2.04 Identify main ideas and significant details from longer authentic spoken passages from the target cultures (e.g., live and recorded discussions, presentations, lectures) or from materials being studied in other classes.

2.05 Read and interpret authentic materials (e.g., selected short stories, poetry and other literary works, articles, personal correspondence, and simple technical material).

2.06 Predict outcomes, draw inferences, analyze, and make judgments from oral and written materials.

Goal 3 - Presentational Communication

3.03 Compose messages, announcements, personal notes, advertisements, postcards, and simple letters.

Goal 4 - Cultures

4.04 Examine historical and contemporary literature and the arts in order to understand the cultural practices and perspectives of the target cultures.

Goal 5 - Comparisons

5.07 Research how native speakers of the target cultures (e.g., writers, journalists, artists, media persons) portray life in the United States and how native speakers of English portray life in the target cultures.

5.09 Explore the relationship of attitudes, behaviors, and products in the target culture and compare to his/her own culture.

Lesson Objective(s):

Students will be able to read the poem "Inmigrante Poeta" by Porfirio Lopez Lira found in Spanish Pacesetter published by the College Board and develop an understanding of an immigrant's perspective on life survival in an urban setting in the US.

Students will be able to acquire knowledge and develop an understanding of basic survival needs for living in a foreign country.

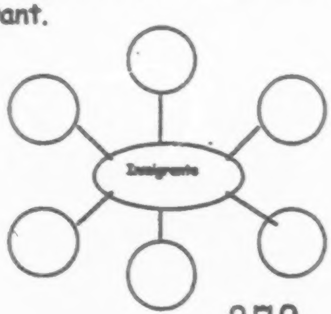
Students will be able to write a letter to family members or friends relating their personal experience as an immigrant to a Spanish-speaking country.

Materials Needed:

Poem "Inmigrante Poeta," tape of the poem, highlighters, world atlas and other encyclopedic information.

Procedure:

- Teacher reads the poem to students (if possible have a native speaker read the poem to the class or on an audiotape).
- Working in pairs, ask students to highlight cognates and familiar words in the target language. Also have them underline words or phrases which are unfamiliar. Students should use context of the poem to infer the meaning of unknown words or phrases.
- Discuss main idea of poem. Ask students to provide key words and phrases supporting their conclusion.
- Give students a cloze copy of the poem. Read or play tape of poem a second time and have students fill in the missing words.
- Using a graphic organizer, students brainstorm the issues facing the new immigrant.



- Assign a Spanish-speaking country to pairs of students to research basic information they will need to survive in that country (e.g., food, housing, transportation, weather).

Assessment:

Factual information located during the research of their assigned country.

Students write their own letter or poem from the perspective of a new immigrant to the Spanish-speaking country they have researched. This work is graded according to a rubric which includes selected criteria such as: Understanding of the issues facing immigrants, facts about the particular country, comprehensibility.

Reflections and Comments:

Students can present their letters or poems to the class.

Additional discussion on immigration, policies, documents, laws, can take place.

Teacher's Notes:

My Country Tis of T...

By Corita Y. Floyd, Charlotte/Mecklenburg Schools

Language(s): All (examples in French) **Level:** Level III

Time Needed: 90 minutes

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study.

Goal 1 - Interpersonal Communication

1.01 Interact using original thoughts orally and in writing by employing increasingly complex structures and expanded vocabulary in present, past, and future times.

1.05 Increase use of culturally acceptable vocabulary, idiomatic expressions, and gestures.

Goal 2 - Interpretive Communication

2.01 Demonstrate understanding of oral and written materials without complete reliance on formally learned vocabulary and structure.

2.04 Identify main ideas and supporting details.

2.05 Read and interpret authentic materials.

Goal 3 - Presentational Communication

3.01 Narrate and describe with detail in present and past time orally and in writing.

Goal 5 Comparisons

5.09 Explore the relationship of attitudes, behaviors, and products in the target culture and compare to his/her own culture.

Lesson Objective(s):

Students will compare and contrast the symbols of the target country (France) and the USA and will present their research to parents on curriculum night.

Materials Needed:

Teacher-made chart of the national symbols (the national anthem, the motto, the flag, the symbols, the emblem, etc.). Picture file of symbols. Copies of national anthem in the target language. One chart cut into strips. Transparency, board, paper and pen.

Procedure:

While students enter the room the national anthem "la Marseillaise" is playing.

- Teacher asks students to name the US symbols. She/he complements the list.

- Teacher shows a variety of pictures and students have to decide if the items represented belong to the US or to France.

- Teacher asks students to name the equivalent symbols/anthem/ flag/motto/emblem of France. Teacher may use pictures to help students.

- Teacher gives out copies of the national anthem and students follow as they hear the song.

- Students repeat the words in rhythm after the teacher pronounces them.

- Students are divided into groups (1 group per stanza) and each group has to give a sung interpretation of the stanza they were assigned. (Groups can also be asked to find the main idea of the stanza they have been assigned.)

- Teacher passes around a bag and each student pulls a strip with motto, emblem, anthem, symbols, or flag written on it. These groups will research together the history for a group presentation.

Assessment:

Each student is graded according to his recitation or singing of the national anthem.

Each group is evaluated on the presentation of the historical background of the national symbols/motto/flag/emblem/song, etc. The criteria used are: effort, amount of language, accuracy of information, structure.

Reflections and Comments:

The research is an extension of the lesson.

Group presentations can include group-made visuals and can also be made using technology.

Teacher's Notes:

Love Makes the World Go Round

By Regina Brandon, Nhora Gomez-Saxon, and Jennifer Pearsall
Charlotte/Mecklenburg Schools

Language(s): All (examples in Spanish and French) **Level:** Level III

Time Needed: 90 minutes

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study.

Goal 2 - Interpretive Communication

2.01 Demonstrate understanding of oral and written materials without complete reliance on formally learned vocabulary and structure.

2.05 Read and interpret authentic materials (e.g., selected short stories, poetry and other literary works, articles, personal correspondence, and simple technical material).

Goal 3 - Presentational Communication

3.03 Compose messages, announcements, personal notes, advertisements, postcards, and simple letters.

Goal 4 - Cultures

4.02 Compare and contrast patterns of behavior or interaction among the target cultures.

4.03 Participate in activities and celebrations, and experience and analyze customs, traditions, and celebrations of the target cultures.

4.04 Examine historical and contemporary literature and the arts in order to understand the cultural practices and perspectives of the target cultures.

4.06 Discuss the influence of important people, events, and achievements of the target countries on their own and other cultures.

Goal 5 Comparisons

5.04 Recognize words, phrases, idioms that do not translate directly from one language to another and their impact on communication.

Lesson Objective(s):

Students will show an understanding of songs and poems related to love to determine themes of each and to express love in a written form.

Materials Needed:

Overhead transparencies. Songs and poems dealing with love, and idioms dealing with love. Sentence strips or cards with lyrics. Song lyrics with blanks for cloze activity.

Procedure:

- (10 minutes) Introduce lesson with idioms related to love, e.g., Love at first sight, "Le coup de foudre" "Amor a primera vista."

- (5 minutes) Students brainstorm famous couples' names. Share with class.

- (5 minutes) Students list different types of love, (e.g., parental, between friends, romantic).

- (15 minutes) Listen to a song about love, (e.g., Gloria Estefan "Mi tierra," Celia Cruz "No encuento palabras," Céline Dion "Pour que tu m'aimes encore.")

    1. First, teacher places lyrics on individual note cards that students arrange while listening to the song.
    2. Song can also be presented using a cloze method (every ____th word is deleted).
    3. Students may sing along.

- (20 minutes) Discuss theme of song in small groups. Each group places its conclusions on a transparency to present to the class. Select three groups at random to present.

- Read a short story or short poem about love and discuss vocabulary. This selection should deal with the same kind of love as the song presented: Love of country, family, or romantic, (e.g., Gustavo

Adolfo Becquer, José Martí, Apollinaire, Rondard's "Ode à Cassandre.")

Assessment:

For homework, students write a letter to the person they most admire in their family or community.

Reflections and Comments:

Choose poetry and songs that have similar themes. Depending on the literature chosen, this lesson can be adapted to higher level classes.

Teacher's Notes:

Where Will I Be in 5 Years?

By Karen Vertreese and Jochen Wachter, Wake County

Language(s): All (examples in German and French)   **Level:** Level III

Time Needed: 50 minutes

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study.

Goal 1 - Interpersonal Communication

1.01 Interact using original thoughts orally and in writing by employing increasingly complex structures and expanded vocabulary in present, past, and future times.

1.02 Ask and answer open-ended questions that are beyond immediate needs orally and in writing.

1.03 Express preferences, feelings, emotions, and opinions giving supporting details orally and in writing.

1.05 Increase use of culturally acceptable vocabulary, idiomatic expressions, and gestures.

Goal 2 - Interpretive Communication

2.01 Demonstrate understanding of oral and written materials without complete reliance on formally learned vocabulary and structure.

Goal 3 - Presentational Communication

3.01 Narrate and describe with detail in present and past time orally and in writing.

3.03 Compose messages, announcements, personal notes, advertisements, postcards, and simple letters.

Goal 4 - Cultures

4.01 Use practices characteristic of the target cultures for daily activities among peers and adults.

Goal 5 Comparisons

5.04 Recognize words, phrases, idioms that do not translate directly from one language to another and their impact on communication.

Lesson Objective(s):

Students will be able to talk about their interests as they relate to their professional goals. They will be able to report their peers' interests and professional goals, and they will be able to write a letter about their own interests, using the future tense and the proper letter form of the target language.

Materials Needed:

10-15 pictures of different professions. Index cards 5x8.

Procedure:

- At the beginning of the class, teacher shows the pictures of the different professions.
- Students name the professions in the target language.
- Students group the professions in 4-5 categories (e.g., science, education, computer technology, the arts, skilled trades).
- Students divide in small groups (maximum of 5 students per group) based on their category of interest to develop a list of phrases and words related to professions in that category. Teacher circulates among the groups to help with words and expressions as needed.
- To use these words and expressions, students choose a partner within their professional category to exchange ideas about their interests and future plans (e.g., describe the profession and give 3 reasons for your choice). Partner takes notes on index cards and prepares to present the information to the class.
- According to the amount of time remaining in the period, teacher selects students from the different categories to present to the class what they have learned.
- Closure leads to homework assignment. Homework: Write a letter addressed to a pen pal from a target country in which you give

personal information that includes age, hobbies, favorite subjects at school, and future interests leading to your choice of profession. The following rubric will be used to rate the letter.

Assessment:

A rubric (see at end of lesson) is used to evaluate the letter. Students can self and/or peer assess.

Reflections and Comments:

From this point on, the teacher is free to expand the topic into a project (e.g., comparing American/French or German educational system), developing an exchange between the American student and a native of the target language by accessing the Internet, pen pals or other media.

Teacher's Notes:

Criteria	4	3	2	1
Information	Includes all required information	Most of the information is included with minor exceptions	Important information is missing	Missing most of the required information
Usage of verbs and level of accuracy	Uses at least 5 sentences in the future accurately	Uses 5 verbs in the future with minor errors	Uses future with some major errors	Incorrect use of future tense throughout
Vocabulary	Uses a variety of vocabulary including 8-10 words from the brainstormed list	Uses a variety vocabulary including 5-8 words from the brainstormed list	Some words or expressions are from the list. Attempts to use a variety of vocabulary	Basic vocabulary, no variety. No attempts to incorporate words from the list
Organization	Ideas are well-developed, supported by details and logically organized	Ideas are not fully developed with some inconsistencies in the organization	Some ideas are developed but there is little evidence of organization	No evidence of organization. Ideas are poorly developed
Form (date, salutation, closing)	Use of the proper letter form of the target language	Incorrect use of one of the three items listed	Incorrect use of two of the components listed	No form evident
Comprehensibility	Ideas are clearly understood by a native	Ideas understood with some minor confusion	Basic idea understood. Some passages hard to comprehend	Incomprehensible

So What's the Point?

By Laura Ford, Wake County

Language(s): All　　**Level:** Level III

Time Needed: 45 minutes

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study.

Goal 2 - Interpretive Communication

2.04 Identify main ideas and significant details from longer authentic spoken passages from the target cultures or from materials being studied in another class.

2.05 Read and interpret authentic materials.

Goal 3 - Presentational Communication

3.05 Summarize and interpret information from authentic material orally and in writing.

Goal 4 - Cultures

4.02 Compare and contrast patterns of behavior or interaction among the target cultures.

Goal 6 - Connections

6.04 Recognize and apply learning strategies, processes, and skills from other disciplines.

Lesson Objective(s):

Students will be able to state succinctly and accurately the main point of letters to editor of newspapers from the target culture.

Materials Needed:

A number of authentic, short, well-written letters to editor on a particular topic. (Teacher may need to re-write authentic letters to simplify grammar and vocabulary.)

Procedure:

- Students read sample letter on overhead projector and select from multiple choice the topic of the letter (e.g., sports, transportation, after school children's activities, physical exercise) and the tone of the letter (e.g., Does the writer agree or disagree with an earlier news article to which the letter is a response?).

- Based on the letter, students hypothesize the contents of the original article.

- Students select from several options sentences summarizing the main point of the letter. Orally, they identify the function of other items on the letter such as supporting examples or rhetorical questions for emphasis.

- Still working from the overhead, students select sentences that logically could fit in the letter from several choices. They defend their choices orally and argue against the ones that would not support or would contradict the letter's thesis.

- Working independently, students read 4-5 letters and write a thesis sentence. Some letters will have the thesis sentence stated explicitly; others will require inferences by the students.

- Next, students work in groups of 3 to read their thesis sentences aloud. If they are similar, they decide on one from the group to present; if they do not match, they must support the sentence within the group and decide by consensus on a thesis statement for each letter. (This may be conducted in English if students are weak on oral skills.)

- Finally, students take a written list of single sentences and decide with which letter each one fits best.

Assessment:

Adequacy and accuracy of the students' thesis sentences.

Reflections and Comments:

This activity can be conducted within the context of many units: leisure, driving, study, etc. The lesson can be expanded by assigning students to write short letters when given a thesis sentence prompt.

Teacher's Notes:

Mementos from the Past

By Lilian P. Hammond and Deborah Kane, Wake County

Language(s): All **Level:** Level III and up

Time Needed: One class period (60 minutes per group)

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study.

Goal 1 - Interpersonal Communication

1.01 Interact using original thoughts orally and in writing by employing increasingly complex structures and expanded vocabulary in present, past, and future times.

1.02 Ask and answer open-ended questions that are beyond immediate needs orally and in writing.

1.03 Express preferences, feelings, emotions, and opinions giving supporting details orally and in writing.

Goal 2 - Interpretive Communication

2.01 Demonstrate understanding of a wide range of oral and written idiomatic expressions, phrases, sentences and passages.

2.06 Predict outcomes, draw inferences, analyze, and make judgements from oral and written materials.

Goal 3 - Presentational Communication

3.01 Narrate and describe with detail in present and past time orally and in writing.

Lesson Objective(s):

Students will be able to describe an object of personal significance brought from home. They will be able to write a summary reaction about one of the objects presented.

Materials Needed:

Objects brought by the students. A three-column chart including the following headings: Name, Object, Comments. A note card for paragraph writing.

Procedure:

- Prior to the presentation, students are grouped and receive a chart and a note card.

- Individually, students from group #1 present their objects, giving some of the following information:
    - general description
    - how they have used it
    - its special place in their home
    - how and when they received it
    - its personal significance
    -

Other groups will present on following days or on days specified by the teacher.

- While listening, the student audience completes the chart.

- Students may ask questions at the end of each presentation.

- After listening to all of the groups's presentations, students will write a summary/reaction paragraph on the note card to one object. Teacher collects the note cards.

- In pairs or small groups, students share their reactions to the presentations.

Assessment:

Teacher uses a rubric with specific criteria to evaluate the oral presentation and the written paragraph.

Reflections and Comments:

Depending on the class size, this activity could occur once a week from 3 to 6 weeks until all students have presented.

In order to utilize only one class period, all students could present simultaneously in their individual groups, with the teacher rotating from group to group. Students would take notes and write a paragraph as explained in the lesson.

Teacher's Notes:

What 's in the News?

By Dave Ludlow, Cabarrus County Jim Stegall, Sue Mead, Union County, and Rita Hallman, Mooresville City

Language(s): All **Level:** Level IV

Time Needed: 90 minutes

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 2 - Interpretive Communication

2.01 Demonstrate understanding of oral and written materials without complete reliance on formally learned vocabulary and structures.

2.04 Interpret and analyze main ideas.

Lesson Objectives:

Students will listen to a news broadcast and will understand main ideas and supporting details.

Materials Needed:

Video tape of a broadcast in the target language, VCR, TV, paper, pencil, dictionary, teacher produced web.

Procedure:

- Students participate in teacher directed discussion of news related topics and vocabulary.
- Students view video tape of recorded news broadcast focusing on the identified news feature.
- Students watch the video again making list of key words and ideas that stand out in the broadcast.
- Students divide into groups of 4. Groups devise a cumulative list of words and ideas.

- Groups report on their lists of words and ideas and a class web is generated from the reports.

- Groups are given or must find news articles on similar events to prepare for the next day using news article in a newspaper or Internet report.

Assessment:

Group assessment by group reports using a rubric at the conclusion of the students' own broadcast presentation.

Reflections and Comments:

Follow-up lesson involves students devising and presenting their own news broadcast in the target language.

Scholastic magazines are useful sources of information for this project.

This activity can be moved to lower levels using supplemental student publications.

Teacher's Notes:

The Last Tango in Paris

By Bonita Cavender Pender County and Jeannie Exum, Lenoir County

Language(s): Spanish, French **Level:** Level IV

Time Needed: 90 minutes

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 4 - Cultures

4.03 Make inferences about the target cultures and their people by participating in and experiencing custom, traditions, and celebrations.

Lesson Objective(s):

Students will learn to dance the tango.

Materials Needed:

TV and VCR, video clips from "Evita," "Don Juan de Marco," and "Scent of a Woman," or "Tango", resource person to demonstrate and teach dance, tape recorder and/or CD player with authentic music (e.g., Gardel).

Procedure:

I. Prior Research

1. Research history of the Tango and its migration from Italy to Argentina, to Paris, and to the world.
2. Research the influence of WWI and the recording industry on the democratization of society.
3. Research tango dancing along the banks of the Seine during the month of June.

II. Play video clips as an introduction (20-25 min.).

III. Using recorded music, the resource person demonstrates the dance (10-15 min.).

IV. Students practice with guidance of the resource person (20-25 min.).

Assessment:

Student performance (25 min.) according to a rubric devised with the help of the resource instructor to include such things as: proper steps, posture, creativity, rhythm and movement.

Reflections and Comments:

- This lesson can be used as part of a cross cultural unit which could involve French, Spanish, Music, World History, and Geography.
- This particular lesson would probably have to be done in English due to the interdisciplinary nature, although preparation and prior research could be done in the target language.
- This lesson can be shared with the community by preparing a show-case display.

Teacher's Notes:

400

Stereotyping

Language(s): All **Level:** Level IV

Time Needed: 90 minutes

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 1 - Interpersonal Communication

1.01 Communicate original thoughts with others using increasingly complex structures and expanded vocabulary, with appropriate tenses.
1.02 Ask and answer open-ended questions to seek and provide information and clarify meaning.
1.03 Exchange points of view, express preferences, and defend opinions.

Goal 2 - Interpretive Communication

2.01 Demonstrate understanding of oral and written materials without complete reliance on formally learned vocabulary and structures.
2.06 Analyze, evaluate, organize, and determine point of view and purpose from oral and written materials.

Goal 3 - Presentational Communication

3.04 Prepare oral and written reports on topics studied in the foreign language classroom and/or other disciplines.

Goal 4 - Cultures

4.07 Form and support opinions about contemporary life in the target cultures through examination of media and cultural artifacts and interaction with people from those cultures.

Goal 5 - Comparisons

5.09 Analyze the relationship of attitudes, behaviors, and products in the target culture and compare to his/her own culture.

Lesson Objective(s):

Students will be able to examine the kinds of stereotyping associated with the target country and to see whether they are shared by native speakers of that language. To reflect on our own stereotyping. To continue the development of the language skills.

Materials Needed:

T charts, songs from the target language about the target country, tape player, copies of songs for students.

Procedure:

- Students view or witness a scene where one person is a victim of stereotyping. (5 min.)
- Students discuss and analyze what they witnessed. They state how they felt if they were victims of stereotyping. (10 min.)
- In groups, students brainstorm all the possible stereotyping associated with the studied target country. (10 min.)
- Students listen to an authentic song about the target country (*Mon Pays*: Canada, *Charme français*: Jerome, *L'Hexagone*: Renaud, *Ma France*: Ferrat, *J'habite en France*: Sardou, etc.) and give the main idea. (10 min.)
- Students read the words of the song they have just heard. Then, in pairs, they make a T chart listing all the positive characteristics mentioned in the song on one side of the T chart and all the negative characteristics on the other. (20 min.)
- Students interview a foreign student or a guest speaker who has been invited to class and ask them about the positive and negative characteristics. (15 min.)
- In pairs, students compare their T chart with the responses of the guest speaker. (10 min.)

- Students write then share orally (if time permits) the one stereotyping that they do not hold any longer about the target culture. (10 min.)

Assessment:

T charts are compiled

Reflections and Comments:

Teacher's Notes:

When Two Worlds Collide

By Jennifer Pearsall, Nhora Gómez-Saxon, and María Dominguez, Charlotte/Mecklenburg Schools

Language(s): Spanish **Level:** Level IV and up

Time Needed: 2 90 minute classes

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 3 - Presentational Communication

3.02 Compose and present stories, poems, and skits.

Goal 6 - Connections

6.01 Acquire and process information from a variety of sources in the target language about a topic which is common to other disciplines.

6.03 Transfer information acquired in the foreign language class for use in other disciplines.

Goal 7 - Communities

7.01 Perform and/or participate in a school or community celebration or competition.

7.02 Share knowledge of the target language and cultures with others.

Lesson Objective(s):

Students will be able to read and understand an historical account of colonization and will be able to write and perform a play based on an historical event.

Materials Needed:

Text such as "Las cartas de redaccíon." Hernán Cortes or any other account of exploration and colonization written in the target language.

Procedure:

Warm-up so students begin to think about a meeting of two cultures:

- Teacher says: "Imagine what would happen if green people came from Mars to your hometown."
- Students brainstorm about what would happen.
- Teacher presents text to be read. Students can read in groups and discuss main ideas. Teacher can present questions to be answered (depending on time, reading could be done using the jigsaw cooperative learning strategy).
- In groups, students write a play that recreates the moment the two cultures collided or met. Students are assigned specific roles (e.g., Cortez, Montezuma, or La Malinche, or Pizarro and Tupac Amaru).
- Students act out the play for the class.

Assessment:

Students' script and presentation will be scored based on effort, creativity, and performance. The script must be based on historical facts (e.g., in Mexico, drinking chocolate).

Reflections and Comments:

Plays can be perfected and taken to foreign language competitions, or presented to other language classes. Videotape presentations can be used the following years and can also be shared with parents.

Teacher's Notes:

Drawing the Past

By Jennifer Pearsall, Nhora Gómez-Saxon, and María Dominguez,
Charlotte/Mecklenburg Schools

Language(s): Spanish/French **Level:** Level IV and up

Time Needed: 90 minutes

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 1 - Interpersonal Communication

1.01 Communicate original thoughts with others using increasingly complex structures and expanded vocabulary, with appropriate tenses.

Goal 3 - Presentational Communication

3.02 Compose and present poetry, short plays, and stories.

Lesson Objective(s)

Students will be able to describe setting and events in the past.

Materials Needed:

Overhead transparency, colored pens. Markers for students to create their own drawings. Pictures or cartoons involving actions and scenery.

Procedure:

First activity:

- Students learn to use the imperfect to describe setting and the preterite to describe actions.
- Tell students to imagine a beach scene.
- Students tell teacher what was at the beach or the setting of the story.

- Teacher or student draws the scene on the overhead (stick figures are ok).

- Teacher asks what actions occurred on the beach.

- Teacher or student draws what students describe.

Second activity:
- Students given a picture or cartoon, write a paragraph using the preterite and the imperfect. Teacher presents a sample paragraph about the picture so students can check their progress. Teacher can circulate to check conjugations and comprehension.

Assessment:

Students illustrate their own scene of a memorable event and write a paragraph using preterite and imperfect to describe their illustration. Paragraph is graded using a rubric including such criteria as: correct use of imperfect and preterite, comprehensibility, vocabulary, and organization.

Reflections and Comments:

This lesson can be tailored to meet the needs of Level II students. The lesson can also be adapted to describe future events.

Students can create their own stories, booklets, or fairytales for further practice.

Teacher's Notes:

Sample Lessons
All Levels

Earth Day Bag Project
Triking the Tour de France

Miscellaneous Lessons
All Levels

Goals	1	2	3	4	5	6	7
Earth Day Bag Project			x				x
Triking the Tour de France		x	x	x		x	

Earth Day Bag Project

By Julie Bordo, New Hanover County Schools

Language(s): All **Level:** All grade levels

Time Needed: 2 Lessons

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 3 - Presentational Communication (Grade 5)

3.05 Write familiar words and phrases associated with visuals, props, or familiar context.

Goal 7 - Communities (All Grades)

7.01 Perform and/or participate in a school or community celebration.

7.02 Share knowledge of the target language and cultures with others.

Lesson Objective(s):

The students will participate in the Earth Day Grocery Bag Project, promoting environmental awareness in the school and community.

Materials Needed:

Paper grocery bags, stickers with name of the school, crayons and/or markers, environmental messages in the target language (student made or teacher provided).

Procedure:

- Teacher contacts a local grocery store prior to Earth Day (April 22) and asks to borrow enough bags for her school/students.

- Prior to beginning the bag project, teacher and students discuss environmental issues and our part in the conservation (using as much of the target language as possible).

- Students create slogans alone or with teacher's assistance.

- Teacher and students participate in awareness activity using only the target language or a bilingual story if needed (and available).

- Teacher separates the class into 6 or more groups. The class represents the inhabitants of the rain forest. The teacher is the business person.
  Group #1 are the monkeys in the forest.
  Group #2 are snakes, frogs or both.
  Group #3 are wild cats.
  Group #4 are the fire.
  Group #5 are falling trees.
  Group #6 are tractors.

- Teacher begins the story by telling about the beautiful rain forest and the animals that live there. Groups 1, 2, and 3 make animal noises as they are named. Then the teacher acts as the business person who comes and sees all the money he/she can make by taking down the trees in the forest, so she starts the deforestation. As she tells about the tractors moving in and cutting down the trees, the trees falling and the burning of the land, students in groups 4, 5, and 6 make their appropriate noises. As groups 4, 5 and 6 make their noises, the teacher describes how the animals disappear without their habitat. Groups 1, 2, and 3 get quiet as the teacher tells of their demise. Later on there are no more trees, so group 4 gets quiet, the tractors stop, and group 5 gets quiet, then finally the fires die and group 6 gets quiet. The rain forest is gone. Teacher and students discuss the activity.

- Grocery bags: Each student is given a grocery bag and a sticker. Students put the sticker on the bag. (I made the stickers in my computer, they had the name of the school and Earth Day 1999.)

- Students decorate the bag with environmental slogans (We love the earth, Save the earth, We care about the earth, etc.) in both English and the target language. They also decorate the bag with drawings (the earth, trees, a heart representing the love of the earth, flowers, animals, etc.).

- The bags are returned to the grocery store to be used for packing groceries on Earth Day.

Assessment:

Reflections and Comments:

A very positive activity to motivate the students thinking about the environment and conservation. The students came up with wonderful slogans and art work for their bags and they were enthusiastic. It was very well received by the community. The school got many phone calls congratulating our efforts for conservation.

Teacher's Notes:

Triking the Tour de France

By Bonita Cavender, Pender County and Jeannie Exum, Lenoir County

Language(s): All **Level:** All levels

Time Needed: 2 days (25 - 30 min. for the race)

Targeted Goals and Objectives from the Revised NC Second Language Standard Course of Study:

Goal 2 - Interpretive Communication

2.04 Identify main idea(s) and some details from simple oral and written passages about familiar topics. (Level II objectives)

Goal 3 - Presentational Communication

3.01 Give oral and written presentations about people, places, things, and events using simple sentences and paragraphs. (Level II objectives)

Goal 4 - Cultures

4.01 Recognize and use cultural practices and expressions in daily activities.

4.03 Participate in activities and experience customs and traditions of the target culture. (Level II objectives)

Goal 6 - Connections

6.01 Apply information and skills which are common to the foreign language class and other disciplines. (Level II objectives)

Lesson Objectives:

Students will gain an understanding of the "Tour de France" through research, presentation of information, and participation in a "mock" race.

Materials Needed:

Three-wheel vehicles (tricycles), circular track marked off for relay (parking lot, etc.), flags for start and finish, and official country or team colors for participants, reference materials, and Internet access.

Procedure:

Day 1

- Teacher divides class into groups to research professional sports teams from different countries.
    A. Names of teams
    B. Colors of teams
    C. Record (Wins/losses)
    D. Flag of country and physical representation
    E. Map/Location of country

- Students present short report on country/team using visuals.

Day 2

Tricycle race to determine winner of "international" competition to take place the following day.

- Mark off tracks for relay (completed prior to race).
- Organize teams according to discipline. (5 min.)
- Identify team members with color (e.g., shirt or flag).
- Race
    - School official begins the race with a flag or starting gun.
    - Students "trike" one leg each of track.
    - Spectators cheer in the target language.
    - School official ends the race with appropriate flag. (20 min.)

Assessment:

Use a rubric or checklist.

Reflections and Comments:

This is the culminating activity. It can be part of a larger project (Adopt-a-Country) where students complete a large research project.

Research on the Tour de France may be required beforehand. This research can be done in the target language with upper-level students.

First, second, and third place are announced and featured in the school announcements, newspaper, etc.

Teacher's Notes:

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APPENDIX A

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